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SCHOOL LIFE

¥

September 1936

Vol. 22 . No. 1



IN THIS ISSUE

Let's Get Better Acquainted • Riders on Appropriation Acts • Guidance Problems • Our Historic Function • School Survival Rates • Freshman Week Program and Testing • Parents and the High-School Faculty • Educational News

Official Organ of the Office of Education
UNITED STATES DEPARTMENT OF THE INTERIOR • WASHINGTON

WRITE TO:

The Office of Education, U.S. Department of the Interior, Washington, D. C., for published information on—

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Elementary Education

Secondary Education

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School Finance

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Exceptional Child Education

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Native and Minority Group Education

Vocational Education

Parent Education

Physical Education

Rehabilitation

Teacher Education

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Industrial Education

Educational Tests and Measurements

Comparative Education

Adult Education

SCHOOL LIFE

Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise to promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes ECHOOL LIFE, a monthly service, September through June. ECHOOL LIFE provides a national perspective of education in the United States. Order its service for 1 year by sending \$1.00 to the Superintendent of Documents, Government Printing Office, Washington, D. C. To foreign countries, \$1.45 a year. On all orders for 100 copies or more to be sent to one address, the Superintendent of Documents allows a discount of 25 percent. Enter subscriptions also through magazine dealers. Send all editorial communications pertaining to SCHOOL LIFE to Editorial Division, Office of Education, U. S. Department of the Interior, Washington, D. C. The printing of SCHOOL LIFE has been approved by the Director of the Budget.

September 1936

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Let's Get Better Acquainted!



J. W. Studebaker, Commissioner of Education

ABOND of friendliness and understanding goes far in promoting human progress. As educational doors again fling open throughout the country, Uncle Sam's Office of Education in Washington expresses anew its desire to help increasingly to build friendliness and understanding in the educational profession.

For the past few years, the Office of Education has been housed in temporary quarters, and like other folks it has been somewhat shy in inviting "company" to a house not in "apple pie" order. But this school year will see the end of this. In a few months the office staff will pack its "satchel of books" and move to the new Department of the Interior Building, Eighteenth and C Streets NW., Washington, D. C. Yes, this is your invitation to visit the Office.

If each staff member of the Office of Education could come personally to your school or classroom and see the many fine things you are doing, and, in turn, if you could visit the United States Office of Education and discuss matters of common interest, there would result a closer bond of friendliness and understanding which would promote educational progress. Since this personal contact, however,

would involve more people than one usually meets in a lifetime, it inevitably cannot be done. But the spirit of friend-liness and understanding can be mutually cultivated in many other ways. Being familiar with the faces of persons and learning something of their work and of their philosophies of life through the published page help somewhat along this line.

The Office of Education, including all divisions and special projects, has a total of about 200 staff members. Each division is under the immediate direction of a division chief, who in most instances has served the Office of Education in various capacities for a number of years.



Bess Goodykoontz, Assistant Commissioner

John W. Studebaker has been Commissioner of Education for the past 2 years. Prior to his appointment as head of the Office of Education, Dr. Studebaker was superintendent of schools in Des Moines, Iowa, where his pioneer work in demonstration of public affairs forums brought Nation-wide attention. Under his direction the Office of Education is promoting adult civic education through public forums, and other new special projects.

Bess Goodykoontz has been Assistant. Commissioner of Education since 1929 when the position was first created. Miss Goodykoontz serves as Acting Commissioner in the absence from Washington of the Commissioner. She directs all research activities of the Office. Before coming to the Office of Education, Miss Goodykoonts was on the University of Pittsburgh staff for several years.

J. C. Wright is Assistant Commissioner for Vocational Education. Prior to merging of the Federal Board for Vocational Education with the Office of Education in 1933, Dr. Wright had been the Director of the Federal Board. He had been associated with this Board continuously since its establishment in 1917.

Division Leadership

Frederick J. Kelly is Chief of the Division of Higher Education which devotes itself to activities and research in connection with colleges and universities. Other members of the staff in higher education include: Ben W. Frazier, senior specialist in teacher training; Walton C. John, senior specialist in higher education; Cline M. Koon, senior specialist in education by radio; Walter J. Greenleaf, specialist in higher education; John H. McNeely



J. C. Wright, Assistant Commissioner for Vocational Education



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specialist in higher education; and Ella B. Ratcliffe, chief educational assistant.

The American School Systems Division, dealing with State, county, and local school systems of elementary and secondary grade, is directed by Walter S. Deffenbaugh. Other members of this Division are: Mary Dabney Davis, senior specialist in nursery-kindergarten-primary education; Carl A. Jessen, senior specialist in secondary education; Alice Barrows, senior specialist in school-building problems; Henry F. Alves, senior specialist in State school administration; Timon Covert, specialist in school finance; Ward W. Keesecker, specialist in school legislation; Ellen C. Lombard, associate specialist in parent education.

James F. Abel is Chief of the Comparative Education Division which studies and reports upon education in other countries. It also evaluates credentials of foreign students. Dr. Abel is assisted by Alina M. Lindegren, specialist in European education, and Severin K. Turosienski, associate specialist in comparative education.

Chief of the Special Problems Division is Mrs. Katherine M. Cook. In this Division also are Walter H. Gaumnitz, senior specialist in rural education problems, Elise H. Martens, senior specialist in education of exceptional children, and Ambrose Caliver, senior specialist in the education of Negroes. The titles of these specialists indicate the wide field covered by this division.

The Statistical Division, headed by Emery M. Foster, is happiest when its cup runneth over with figures, and that, statistically speaking, is most of the time. Mr. Foster is assisted by David T. Blose, assistant statistician; Henry G. Badger, assistant statistician; and Lester B. Herlihy, assistant statistician.

Sabra W. Vought is Chief of the Library Division of the Office of Education, where more than 200,000 volumes on various phases of education, are in service. The chief is assisted by Edith A. Lathrop, associate specialist in school libraries; Martha R. McCabe, assistant librarian; Edith A. Wright, assistant in research bibliography; Agnes I. Lee, head cataloger; Susan O. Futterer, assistant cataloger; and Ruth A. Gray, junior assistant in research.

The Fourth Estate has William Dow Boutwell as its chief. John H. Lloyd is editorial assistant and in charge of press releases; John S. Shaw serves as chief clerk and editorial assistant; and Margaret F. Ryan is an editorial assistant on publications. The Editorial Division has direction of periodicals, publications, and exhibits of the Office.

In addition to the above divisions of research and service, there are four consultants in special fields: James F. Rogers, M. D., senior specialist in health education; Maris M. Proffitt, senior specialist in guidance and industrial education; David Segel, senior specialist in tests and measurements; and Lewis R. Alderman, specialist in adult education. (Dr. Alderman is on loan from the Office of Education as Director of the Education Division of the Works Progress Administration.)

Vocational Personnel

The Vocational Education Division has the following subdivisions designated as services: Agricultural Education, Trade and Industrial Education, Home Economics Education, Commercial Education, Vocational Rehabilitation, and Research and Statistics.

Chief of the Agricultural Education Service is J. A. Linke. Under his direction are: C. H. Lane, agent, North Atlantic region; D. M. Clements, agent, southern region; James H. Pearson, agent, central region; W. T. Spanton, agent, western region; Frank W. Lathrop, research specialist; R. W. Gregory, specialist in part-time and evening schools; W. A. Ross, specialist in subject matter; H. B. Swanson, specialist in teacher training.

Frank Cushman is Chief of the Trade and Industrial Education Service. Others in this division are G. A. McGarvey, agent, North Atlantic region; C. E. Rakestraw, agent, southern region; R. V. Billington, agent, central region; James R. Coxen, agent, western region; Roy Dimmitt, special agent; Mrs. A. L.

Burdick, special agent, women and girls; R. W. Hambrook, special agent; N. B. Giles, special agent; Jerry R. Hawke, special agent.

Home Economics Education Service is another major division of the vocational branch of the Office of Education. Chief of this service is Florence Fallgatter. Staff members include Edna P. Amidon, agent, North Atlantic region; Rua Van Horn, agent, central region; Marie White, agent, southern region; Mrs. Dora S. Lewis, agent, western region; Susan M. Burson, agent, special groups, and Beulah I. Coon, agent, studies and research.

E. W. Barnhart is Chief of the Commercial Education Service.

C. M. Arthur is Research Specialist in the Vocational Education Division, C. F. Klinefelter is Educational Consultant in Vocational Education.

The Office's Vocational Rehabilitation Service is directed by John Aubel Kratz. His staff includes I. M. Ristine, agent, north Atlantic region; H. B. Cummings, agent, southern region; Tracy Copp, agent, central region; F. J. Clayton, agent, western region; Terry C. Foster, research agent, and Homer L. Stanton, research agent. Vocational rehabilitation in the District of Columbia is supervised by H. C. Corpening and by W. H. Furey.

CCC Education

The staff of the Civilian Conservation Corps Camp Education Office in the Office of Education includes Howard W. Oxley, director of CCC camp education; Silas M. Ransopher, assistant director; George J. Finley, assistant to the director; John A. Lang, research assistant.

Special Project Leaders

Directing five special educational projects being sponsored by the Office of Education with emergency relief funds are: Ben W. Frazier, University Research Project; Chester S. Williams, Public Affairs Forums Project; Ambrose Caliver, Project for Study of Opportunities for Vocational Education and Guidance of Negroes; William Dow Boutwell, Educational Radio Project; and Henry F. Alves, Project Studying Needs for Reorganization of Local School Units.

Latchstring is Out

Commissioner Studebaker and his associates extend a spirit of friendliness to the educational profession, and assurance that the latchstring is always out to those seeking to promote human progress.

Let's get better acquainted this school year.

Key to Pictures

- 1. Florence Fallgatter.
- 2. William Dow Boutwell.
- 3. Mrs. Katherine M. Cook.
- 4. James F. Abel.
- 5. Lewis R. Alderman. (On leave.)
- 6. C. F. Klinefelter.
- 7. J. A. Linke.
- 8. John Aubel Kratz.
- 9. Frank Cushman.
- 10. Frederick J. Kelly.
- 11. Sabra W. Vought.
- 12. Walter S. Deffenbaugh.13. Maris M. Proffitt.
- 14. James F. Rogers.
- 15. Howard W. Oxley.
- 16. David Segel.
- 17. E. W. Barnhart.
- 18. Emery M. Foster.

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VOL. XXII



NO. 1

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Secretary of the Interior - HAROLD L. ICKES
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Assistant Commissioner of
Beducation - Sistant Commissioner for
Focational Education - J. C. WRIGHT
Editor - J. C. WRIGHT
WILLIAM Dow BOUTWELL
[MARGARET F. RYAN]
JOHN H. LLOYD
GEORGE A. McGARVEY

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SEPTEMBER 1936

VISION AND COURAGE

Carved in stone above one of the doors leading into the forum of the Pennsylvania State Education Building, which houses the Pennsylvania Department of Public Instruction, are these words, "Education for All the People is America's Greatest Contribution to Civilization." The forum of this building, a great meeting place, is symbolic of the ideals of the great and generous founder of Pennsylvania, William Penn. The "forum" has always signified a place where there could be a meeting of minds, where tolerance prevailed, and decisions could be openly arrived at.

Education—past, has been devoted to establishing the idea of free public education, erecting buildings, getting pupils into the schools, and developing curriculum practices. Education—past, has served us as a stabilizing force in our developmental period. Education—future, if it is to serve us and civilization as well, must deepen the meaning and significance of democracy, develop tolerance, create a desire for social justice, establish the ideal of service as its own reward for a life well spent. Such education must be for "all the people"—

children, youth, adults. We have made a beginning, but the golden age, for both democracy and education, lies ahead of us. If we but have the vision and the courage, America, through education, will attain the high hopes of her illustrious founders.

WILLIAM H. BRISTOW, General Secretary, National Congress of Parents and Teachers.

A COURTESY PLANK

We would like to submit a plank for some platform! It might read: Due to the high calling of educators and to the inevitable fact that their actions are examples for their students, we, as a teaching profession, take it upon ourselves individually to set more exemplary standards in matters of common courtesy.

From the teachers' standpoint, if students unexplainedly walk out of the room or carry on side excursion conversations during classes, there would be evidence that the students were not exercising quite the proper kind of courtesy.

But we all know that it is next to impossible to attend a great gathering of educators without witnessing just about such seeming lack of thoughtful courtesy on the part of the profession. There is often a rather constant exodus of teachers during convention sessions. How much of this sort of thing is excusable, it is not for others to judge but such shortcomings should be avoided when possible.

It is even somewhat uncommon to attend an educational meeting that is undisturbed by informal sideline parleys in the convention hall. In groups we too often lose the consciousness of individual responsibility; and courtesy, if it rings true, must ever, we believe, be a matter of individual responsibility. Its dictionary definition is, "politeness combined with kindness; inherent consideration."

No matter what other gatherings may be like, it would be heartening if the educational profession would ever strive to set the highest possible standards in courtesy—in "inherent consideration", for others.

LETTER OR SPIRIT?

A speaker before a recent educational meeting repeated these familiar words: "It is the letter that killeth; the spirit giveth life."

The teacher of ordinary stature asserts authority by standing upon the letter. The greater teacher asserts no authority—his spirit "giveth life"; his students are

inspired; there is enrichment for both teacher and student in the kind of spirit that "giveth life."

It is not who is right, but what is right, that is of importance.—Thomas H. Huxley

BUDGETING

"Careful planning necessary for the preparation of a budget brings together all of the forces of education and makes for unity and interest. Teachers, patrons, members of board of education, and the superintendent must all enter into a carefully set up plan."

Thus emphasizes Supt. W. H. Hoyman, of Indianola, Iowa, in discussing problems in the operation of a school budget. When the sound financing of schools interests boards of education, superintendents, teachers and citizens, educational needs will be met much more adequately in any community.

LOOKING FORWARD

With the keynote, Education Moving Forward, Agnes Samuelson, as president of the National Education Association, opened that great Portland convention.

Education must do more than regain its losses. It is not enough to retrieve the progress which had been reached when the economic crisis set the clock back. The profound social, economic, and political changes now taking place call for more and not less education. Reconstruction requires new services and increases the demands upon our schools and colleges. We must think in terms of tomorrow and not of yesterday, if we are to train this young generation to meet new situations.

In looking forward to the coming year, one sees in the efforts ahead a fuller development of the American way, in: Discussion forums for the preservation of democracy; the wider use of newer tools for education such as radio and motion pictures; strengthening the relationship between school and community; safety education for the preservation of health and life; and in the words of Agnes Samuelson, "we must consider pioneering in human advancement."

"Education for All the People is America's Greatest Contribution to Civilization."

SCHOOL LIFE readers will find this inspirational quotation on the cover page this month. The doorway pictured in the one noted in the editorial by Dr. William H. Bristow.—Editor.

Sportsmanlike Driving



Typical Traffic Safety Poster Used in Grade Schools.

ERTAIN traffic accident facts have been challenging us for many years. The automobile death rate for children aged 5 to 9 decreased 25 percent from 1922 to 1933. Concurrently, traffic fatalities in the age group 10 to 14 increased only 3 percent, while in sharp contrast, the death rate for the 15 to 19 age group increased 130 percent—second largest increase of all age groups. (See fig. 1.) Apparently some corrective forces were yielding results with child pedestrians, while the high-school age group was establishing a very bad record.

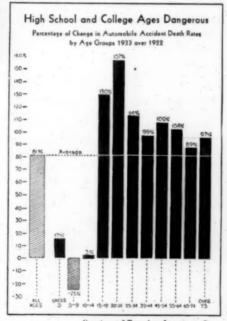
An engineer has figured that if the present trend of automobile accidents continues, one result will be that of every 100 youths now 16 years old, 12 will be killed or seriously injured and 65 more will sustain minor injuries in automobile accidents. (See fig. 2.)

Unsystematic education and coaching of young drivers by any Tom, Dick, or Harry have proven to be entirely inadequate as methods of driver training. Wherever rests the duty to prepare youths for driving, evidence at hand does not inspire confidence that it will be discharged efficiently in the home. In the first place, parental influence has failed miserably. In the second place, the automobile death rate for each of the

Peter J. Stupka, Traffic Safety Engineer, American Automobile Association, Describes Course in Automobile Driver Training for Secondary Schools

adult age groups increased by 89 percent or more, comparing 1933 to 1922, indicating that the training task probably had better be left to more competent persons or organized training groups.

It has been argued that State licensing agencies should so improve their methods and revise their requirements that the licensing procedure itself would be an ade-



Courtesy of Travelers Insurance Co.

Figure No. 1.

quate safeguard against persons who were not really prepared for driving. Again the evidence is not reassuring. Less than half the States examine new applicants for drivers' licenses, while nearly one-third require no licensing whatsoever for drivers of private cars. Information from States with the best motor vehicle laws does not indicate that licensing is an adequate answer, although better driving records have been made than in other States.

Whenever a thorough education is needed by a large proportion of youths

in order to meet environmental conditions of the day, we naturally look to our school system. With 30 to 40 million motorists in the United States today, it is evident that the problem of learning to drive skillfully will confront an ever-renewing army of young drivers. Moreover, there are sound reasons why even those youths who will never drive should learn about traffic and safety matters so that they may (1) avoid death or injury as pedestrians and (2) support sound traffic improvement measures.

How do automobile drivers feel on this subject? A recent survey conducted in 15 cities gives a valuable indication. Among the 9,000 drivers who replied, 95 percent answered affirmatively the question: "Do you think that high schools should teach children about traffic laws, causes of accidents, and what their duties will be as drivers?"

Convinced that education in such matters should be a function of high schools, the American Automobile Association ranks among its major safety projects the

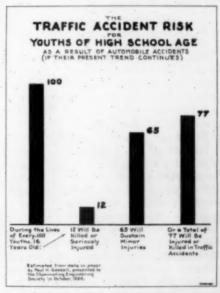


Figure No. 2.

development and promotion of drivertraining courses for secondary schools. While long experience with highway safety places the AAA in a position to be helpful practically, it is realized that any development of driver-training courses for school use must be pedagogically sound.

The association has been engaged since 1934 on such a high-school project. Assisted by educators and other specialists, it has produced the following materials:

- Sportsmanlike Driving—A teacher's outline for a course in traffic safety and driving.
- Multiple Choice Examination—intended to measure the interest of high-school students in this subject.
- Film Descriptions—Brief résumés of suitable films to be used in connection with Sportsmanlike Driving, with information on where and how they are obtainable.

It was evident that text material is needed. Encouraged by the number of teachers and educators who have shown an active interest in high-school instruction on traffic, safety, and automobile driving, the association is now preparing text matter. It has engaged the services of well-known writer-educators, each especially fitted to develop the subjects assigned. A series of five illustrated text pamphlets for student use are being issued.

The Driver, the first pamphlet of the series, is now available. It contains 85 pages, 40 illustrations, numerous discussion topics, special learn-by-doing projects and valuable reading references. The remaining four pamphlets which will soon also be available for class room use are as follows:

- Driver and Pedestrian Responsibilities.
- The Automobile and How to Drive It
 Sound Driving Practices. The
- 3. Sound Driving Practices. The Highway.
- 4. Highway Traffic—Its Development and Problems.

Mrs. Carroll D. Champlin, department of education and psychology, Pennsylvania State College, prepared, in cooperation with AAA traffic specialists, the text pamphlet on The Driver. She also prepared the pamphlet dealing with Driver and Pedestrian Responsibilities.

William J. Cox, assistant professor, engineering mechanics, Yale University, is associated with the American Automobile Association in preparing the text pamphlet dealing with Sound Driving Practices—The Highway.

Over 30,000 copies of the Sportsmanlike Driving outline have already been distributed by AAA clubs to high-school educators throughout the country. The State of New Jersey is requiring all high schools to offer a course in traffic safety and driving, following a pattern similar to that of the Sportsmanlike Driving course and to give one unit of credit to those students successfully completing the course. In Missouri the course is being offered to high-school students and one-half unit of credit is given. Some cities where the Sportsmanlike Driving course is being given are Spokane, Wash.; Lancaster, Pa.; Moorhead, and Austin,

Minn. Courses have also been given in a number of high schools in Michigan, Illinois, and Rhode Island.

Educators, and others, interested in learning more about the Sportsmanlike Driving Course in traffic safety and driving, and the series of illustrated text pamphlets can obtain detailed information from their local American Automobile Association motor club.

New Government Aids For Teachers

★ Order free publications and other free aids listed from agencies issuing them. Request only cost publications from the Superintendent of Documents, Washington, D. C., enclosing remittance (check or money order) at time of ordering.

Film Strips

Prices for film strips issued by the United States Department of Agriculture will be approximately the same for the fiscal year 1936–37 as those in effect during the past year, according to announcement recently made by the Division of Cooperative Extension of the Department.

The price for film strips until June 30, 1937, will range from 50 cents to \$1.10 each, depending upon the number of illustrations in the series. The majority of the 275 series that the Department has available will sell for 50 or 65 cents each.

Film strips are available on such subjects as farm crops, dairying, farm animals, farm forestry, plant and animal diseases and pests, farm economics, farm engineering, home economics, and adultand junior extension work. Lecture notes are provided with each film strip purchased.

A list of available film strips and instructions on how to purchase them may be obtained by writing to the Division of Cooperative Extension, United States Department of Agriculture, Washington, D. C.

Pre-Cambrian Rocks of the Lake Superior Region. 34 p., charts, maps. (Geological Survey, Professional Paper 184.) 60 cents

In the States of Michigan, Wisconsin, and Minnesota, and the Province of Ontario is an area of pre-Cambrian

rocks representing part of the south margin of the great pre-Cambrian shield of North America. This bulletin describes the newly discovered geologic features of this part of the United States. (Geology; Geography; Economics.)

Economics of Planning Public Works. 194 p. (National Planning Board, Federal Emergency Administration of Public Works.) 25 cents.

Centers on the problem—How may public works be so handled as to contribute as much as they are capable of contributing to industrial stability. (Civics; Economics.)

Forest Improvement Measures for the Southern Appalachians. 46 p., illus., charts. (Department of Agriculture, Technical Bulletin No. 476.) 5 cents.

Deals with the first steps toward the management of the forests in this region, and indicates what kind of silviculture work should be done, how it should be done, and where it should be done. (Forestry; Geography.)

Women Who Work in Offices. 27 p. (Women's Bureau, Bulletin No. 132.) 5 cents.

Presents two cross sections of women clerical workers, Part I is a study of employed women—their age, occupation, education and training, hours and wages; Part II is a study of workers seeking employment—their age, marital status, education and training, type of business, occupation, time in office work, duration of present unemployment, and wages. (Sociology; Vocational guidance.)

Preparing Shipments to Canada—Documentation and Customs Requirements.
44 p. (Bureau of Foreign and Domestic Commerce.) 10 cents.

In view of the trade agreement between Canada and the United States, signed November 15, 1935, teachers will find this bulletin most useful.

Price lists (free from the Superintendent of Documents): Foods and cooking—

[Concluded on page 31]

Riders on Appropriation Acts



A practice growing more common among legislatures of the several States is the attaching of riders or provisos to appropriation acts providing funds for the maintenance of State uni-

versities and colleges.

Such riders consist of two general types: First, those restricting or limiting the expenditure of the appropriations until the institutions comply with certain prescribed conditions; and second, those imposing additional duties on the governing boards in the administration of the institutions.

An examination of the appropriation acts passed during 1935 shows that the legislatures in 21 States attached one or more riders to the appropriations made to the State universities and colleges. They dealt with a variety of activities of the institutions, such as the educational program, faculty, students, degrees, expenditures, financial accounting, advertising, publicity, insurance, and purchase of automobiles.

Educational program

Legislatures in three States-Alabama, Minnesota, and Virginia-placed riders on appropriation acts relating to the educational program of the institutions. Two were restrictive in character while the other provided for the establishment of a new school of instruction. In the case of Virginia the rider stipulated that none of the institutions of higher learning supported by the State should expand their academic or educational work without first securing the written approval of the State board of education and the Governor. The prohibited work included any new or additional extension schools, day schools, junior colleges, courses of study or extension courses.

The appropriation act of Alabama contained a lump sum item to be used as a teacher-training equalization fund. The State board of education upon the recommendation of the State superintendent of public instruction was authorized to distribute the appropriation annually to the

John H. McNeely, Specialist in Higher Education, Discusses Riders Affecting Public Funds Provided for Support of State Universities and Colleges

various institutions to assist them in defraying the cost of maintaining teachertraining work. A rider on this appropriation specifically provided that the institutions in order to share in the fund must comply with the standard program of teacher training prescribed by the State board of education.

The Minnesota rider was applicable only to the State university. Under its terms the educational program was expanded, the board of regents being empowered to conduct a school of instruction in law enforcement. Political subdivisions of the State, such as cities and counties, were authorized to send their police officers to the new school established at the State university and to pay their expenses while in attendance out of the general tax fund. Power was also conferred on the university to issue a certificate of graduation or diploma to the police officers satisfactorily completing the prescribed course of instruction offered in the school.

Faculty members

Riders were appended to the appropriation acts of 10 States applying in various ways to employment, travel, promotion, or salaries of faculty members. All faculty members employed by the institutions of Kansas were prohibited from charging or accepting a fee or per diem from an individual, society, club, association, or community for any service connected with their resident or extension work. Acceptance of any additional compensation for judging at State and county fairs, livestock shows, or county institutes was specially forbidden. contrary point of view was taken by the Arizona Legislature, which explicitly permitted the faculty members of the State University of Arizona to draw salaries or compensation from more than one source. In the employment of the faculty members of the several institutions of New Mexico the governing boards were permitted through a rider to appoint nonresidents of the State notwithstanding a general law requiring all State employees to be citizens of New Mexico.

The legislatures of Indiana, North Carolina, and Utah placed limitations on travel of faculty members of the institutions. In Indiana the appropriations for traveling expenses were to be used only for travel within the State except by direction or approval of the Governor. Similarly, in North Carolina the expenditure of the appropriations for out-of-State travel to conventions or conferences was prohibited unless through a travel authorization issued by the director of the budget. The legislature of Utah provided that no claim for traveling expenses outside of the State should be paid from the appropriations except upon approval by the State board of examiners through a vote made in advance. This board is composed of the Governor, secretary of state, and attorney general.

Promotion of faculty members except under certain circumstances was expressly forbidden by riders on appropriation acts enacted by the New Jersey and Texas Legislatures. In the case of New Jersey no promotions were permitted during the year covered by the act except for the purpose of filling vacancies in the staff. This was applicable to the teachers colleges of the State. The Texas appropriation act was itemized in great detail and contained an item covering the salary of each position on the faculties of all of the State's institutions. Under this arrangement, no promotions were possible during the biennial period for which the act was effective. The terms of the rider allowed members on the faculty of any of the institutions holding a lower position to be promoted to a higher position in the event that a vacancy occurred in the latter.

Salaries of faculties were the subject of riders on the Illinois, Massachusetts, and Minnesota appropriation acts. The single board governing Illinois' five teachers colleges was required to draw up salary schedules with fixed minimum and

maximum rates of pay for the various ranks of the staffs in each of the institutions. The rates and titles were to be uniform for the same positions in all the colleges as far as possible. Before the salary schedules became effective approval of both the State department of finance and the State department of education and registration was required. The rider in Massachusetts applied to a single member of the faculty of one of the State's textile schools. It prohibited the institution from paying its instructor in physical education more than \$2,500 annually. Under provisions of the rider attached to the appropriation made to the State university in Minnesota, the State legislature suggested that the board of regents reduce the salaries of its faculty by 10 percent instead of making it mandatory upon the board to do so. At the same time the legislature decreased the total appropriation for the university in an amount equivalent to a ten percent reduction in pay for all faculty members.

Student riders

In five States the riders pertained to students of the institutions. The legislature of New Jersey in making appropriations to the teachers colleges and normal schools specified the number of students to be enrolled in each institution. In New Mexico appropriations to all the institutions were made conditional that a fee of \$100 annually be charged each out-of-state student attending. The legislature of New Hampshire which had previously permitted the State university to enroll 8 percent of its students from the States of Maine, Massachusetts, and Vermont suspended this privilege.

Clauses with respect to the sex of students of three institutions in South Carolina were attached to their appropriations. The board of trustees of the University of South Carolina was authorized to admit young women to the university below the junior class. In addition the board was further empowered to permit women day students to attend the university also below the junior class provided they paid sufficient tuition so that no additional expenses would accrue to the State. In the case of Clemson College the appropriation was made conditional that no female student would be allowed to attend the college. A similar provision for Winthrop College forbade the attendance of any male student.

Granting degrees

The appropriation act of only one State, Tennessee, contained a rider dealing with granting of degrees and it was applicable to but one of the State's institutions. According to its terms, the State board of education as the governing body of the Tennessee Agricultural and Industrial College for Negroes was authorized to inaugurate graduate work at this institution granting the master of arts degree. A stipulation limited the work for which the degree was to be granted to elementary, high-school, and vocational education. A further stipulation was to the effect that the graduate work was to be undertaken without any additional cost to the State.

Expenditures

Provisions of one character or another concerning the expenditure of the appropriations were included in riders on appropriation acts of seven States. Most of them were restrictive. In the case of the University of Washington the legislature appropriated conditionally an extra annual sum of \$250,000 for its maintenance. The institution under the rider was not per mitted to expend any of the money until it had been officially allotted each quarter by the Governor. The amount fixed by the Governor as the quarterly allotment was to be on a basis of \$41.66 for each student attending the university during the particular quarter in excess of 8,000 students.

A restriction similar in principle was placed on the expenditure of appropriation items for contingencies made to each of the five teachers colleges of Illinois. No contract was to be entered into or obligation incurred by the governing board for the expenditure of any part of the contingency appropriations until the Governor has given his approval in writing. Instead of placing limitations on the expenditure of the appropriations, a diametrically opposite policy was adopted by both the Mississippi and South Carolina Legislatures in riders attached to the appropriations for the State's universities and colleges. The governing boards were explicitly empowered to use and expend the moneys at their discretion in operating the institutions.

The riders relating to the expenditure of appropriations in the other three States were of special interest. Providing for the reduction of appropriations in order to avoid a State deficit, they stipulated the particular State agencies which were to be given preferential treatment. The legislature of North Carolina specified that the charitable institutions were to receive their appropriations without any reduction. The State universities and colleges as a consequence were placed in the same category with the other State agencies and officials.

In the case of New Jersey the available annual State funds were to be so disbursed that the administrative offices, courts, penal and charitable institutions would be paid the full amounts of their appropriations. The remainder of the funds were to be distributed on a reduced basis, if necessary, among the other State agencies including the institutions of higher education in such a way as to conserve the best interests of the State according to the best judgment of the comptroller of the treasury. The West Virginia Legislature divided the various State agencies into five classes and provided on a percentage basis a sliding scale of appropriation reductions. The State university and colleges were placed in the third class to receive the third largest percentage reduction.

Administrative affairs

The remaining riders dealt with certain phases of internal administration of the institution. The Texas Legislature attached three such riders to its appropriation act. One provided that none of the appropriations should be expended by the State's institutions for the employment of any person or firm to audit their accounts. Another stipulated that no expenditure should be made for purchase of an automobile costing in excess of \$750 including the trade-in value of a used car. The third required all the institutions to keep their financial accounts in accordance with the recommendations, classifications, and forms of the National Committee on Standard Reports for Institutions of Higher Education.

In the case of Virginia, all the State's institutions were prohibited from expending the appropriations for the payment of the cost of advertisements or advertising intended or designed to promote student attendance. The teachers colleges of Minnesota were forbidden from using the appropriations to pay the salary or expense of a publicity representative. With the exception of the University of California all institutions in California were prohibited from spending any part of the appropriations for insurance on their buildings.

Summary

In reviewing the foregoing it is evident that the larger proportion of the riders or provisos attached to 1935 appropriation acts for the support of State universities and colleges were restrictive in character. Of those of the type imposing new duties on the governing boards several failed to provide the necessary appropriations to carry them in effect or specially stipulated that they were to be performed without additional expense to the State. A number of the riders were constructive in purpose, being designed to facilitate the administration of the institutions.

Freshman Week Program and Testing

HAT are the program features and entrance testing practices during "Freshmen Week" in the larger coeducational universities and colleges? Obtaining answers to that question was the major purpose of an investigation about which this report is written.

The adequacy and representativeness of the sampling is attested by the fact that, of the 200 questionnaries sent out in December 1934, 168 responses were received from institutions located in 47 of the 48 States. The questionnaire was sent to the registrar of each institution. As 23 of the institutions reported that they had no "Freshman Week" in that year, the data here reported are based on the remaining 145 institutions furnishing responses to the questions treated.

Table I presents a list of orientation activities together with the numbers and percentages of universities, land-grant colleges, and technological schools; arts colleges; and teachers colleges and normal schools reporting that each activity had a place in the program. The miscellaneous responses grouped in the last line of the table were supplied by those activities which could not properly be classified under any of the 19 headings listed on the questionnaire.

The only activities shown by table I to have been included in the orientation programs of more than 90 percent of the institutions are registration (97.2 percent), entrance tests (95.1 percent), and the address of welcome (93.7 percent). The failure of four institutions to list registration as an orientation activity is the result of pre-entrance registration in at least one and possibly all four institutions. Several of the institutions also reported that their testing was done for most of the entrants shortly prior to graduation from high school and that they used the results from such testing.

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Other activities having a place on the programs of from four-fifths to one-half of the schools reporting are, in descending order of frequency: Registration announcements, freshman reception, conferences with advisers, physical examinations, freshman party, talk or demonstration on use of library, talk on extra-curricular activities, talk on social

J. R. Gerberich, Associate Director of University Research Project, Office of Education, Reports on Investigation in 168 Institutions of Higher Education

life, discussion of history and traditions of institution, and discussion of college rules and regulations. The remaining six activities, included in the programs of less than half of the institutions, are, in order of popularity: Tour of the campus; talks on budgeting time, on health or social hygiene, on how to study, and on honors work or scholarship; and group recreation.

An examination of the percentages for the three types of institutions locates but few sizable differences. An address of welcome was somewhat more common to the programs of the arts and teachers colleges than to the programs of the universities, although 90.6 percent of the latter employed such an address. Entrance tests were given by 98.7 percent of the universities, 93.0 percent of the arts colleges, and 88.0 percent of the teachers colleges. The fact that fewer universities than other types of institutions resorted to registration announcements is probably explained by the more common use of printed announcements and in some cases of student handbooks in the larger institutions of university grade. The same explanation probably applies to the tour

Table I.—Activities Included in "Freshman Week" Programs by the Different Types of Institutions

	Universities (N=75)		Arts colleges (N=43)		Teachers col- leges (N=25)		All institutions (N=143)	
Activity	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
1	2	3	4	5	6	7	8	9
	1-	7 7		95				
Welcome to institution	68	90.6	42	97.7	24	96. 0	134	93. 7
History and traditions of institution.	38	50.7	: 24"	55. 8	14	56. 0	76	53. 1
Social life-fraternities, etc	43	57.3	25	58. 1	9	36. 0	77	53. 8
Extracurricular activities	45	60.0	23	53.5	13	52.0	81	56, €
Honors work, scholarship, etc	25	33. 3	11	25. 6	. 9	36. 0	45	31. 8
Entrance tests	74	98.7	- 40	93. 0	22	88. 0	136	95. 1
Use of library	45	60.0	27	62.8	. 15	60.0	87	00.8
How to study	- 29	38.7	14	32.6	9	36.0	52	36. 4
Budgeting time	29 -	38. 7	15	34.9	9	36.0	53	37.1
Health or social hygiene	31	41.3	14	32.6	8	32.0	53	37.
College rules and regulations	37	49. 3	24	55. 8	12	48.0	73	51. 0
Registration announcements	50	66.7	34	79. 1	24	96, 0	108	75. 8
Conferences with advisers	. 54	72.0	27	62.8	16	64. 0	97	67. 8
Registration	. 72	96. 0	42	97.7	25	100.0	139	97. 2
Physical examinations	52	69. 3	27	62.8	13	52.0	92	64. 3
Tour of campus	29	38.7	16	37. 2	15	60.0	60	42.0
Freshman reception	46	61.3	37	86. 0	19	- 76. 0	102	71. 3
Freshman party	50	66. 7	26	60.5	16	64. 0	92	64.3
Group recreation	23	30. 7	22	51. 2	7	28. 0	52	36. 4
Miscellaneous	. 9	12.0	3	7.0			12	8.4

¹ The first 12 activities are addresses, lectures, tests, or explanations usually given by faculty members; the remaining activities are self-explanatory.

of the campus, more common in teachers colleges than in universities and arts colleges. Physical examinations were more commonly a part of the orientation-week program in the universities than in the typically smaller institutions.

As entrance testing was included in the programs of 95.1 percent of the institutions reporting and is apparently becoming more important in many institutions, several aspects of the findings pertaining to this program feature

Table II.—"Freshman Week" Tests Used by the Different Types of Institutions and Their Origins

	Type of institution						Origin of tests							
Type of test	Universities (N=71)		ities leges		co	colleges tu	tutions	(Locally con- structed		Stand- ardized	1 7	Totals	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	-8	9	10	11	12	13	14	15
Intelligence or psycho- logical	61	85. 9	46	109, 5	25	104. 2	132	96. 4	3	2.3	129	97.7	132	100.0
College aptitude		8.4	3	7.1	1	4.2	10	7.3	2	20. 0	8	80. 0	10	100. (
Reading		19.7	9	21. 4	4	16.7	27	19.7	5	18. 5	22	81.5	27	100.0
General achievement	8	11.3	3	7.1	7	29. 2	18	13. 1	1	5. 6	17	94. 4	18	100.0
English	51	71.8	27	64. 2	14	58. 3	92	67. 2	28	30.8	63	69. 2	91	100.0
Mathematics	18	25. 3	5	11.9	4	16. 7	27	19.7	12	42.9	16	57. 1	28	100.0
Foreign languages		15.5	10	23.8			21	15.3	4	19.0	17	81.0	21	100.0
Social studies	6	8.4	1	2.4			7	5. 1	3	42.9	4	57. 1	7	100.0
Physical and biological														
sciences		15. 5	2	4.8			13	9. 5	6	46, 2	7	53.8	13	100.0
Personality	3	4. 2	8	19.0	4	16. 7	15	10.9			15	100. 0	15	100.0
Vocational	3	4.2					3	2. 2			3	100.0	3	100.0
Miscellaneous	4	5. 6	4	9. 5	3	12. 5	11	8. 0	8	80. 0	2	20.0	10	100. 0
Total	196		118		62		376		72	19. 3	302	80. 7	374	100. 0

Table III.—Use of "Freshman Week" Test Results in the Different Types of Institutions

	Universities (N=71)		Arts colleges (N=42)		Teachers col- leges (N=22)		All institutions (N=135)	
Use of test results	Num- ber	Per-	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
1	2	. 3	4	- 5	6	7	8	9
Educational guidance at entrance	32	45. 1	29	69. 0	13	59. 1	74	54.8
Educational guidance later	61	85. 9.	39	92.9	20	90. 9	120	. 88. 9
Vocational guidance	28	39.4	. 22	52.4	8	36. 4	58	43.0
Sectioning of classes	52	73. 2	29	69.0	14	63.6	95	70.4
Statistical studies	51	71.8	30	71.4	15	68, 2	96	71.1
Admission to or exclusion from col- lege	5	7. 0	2	4.8			7	5. 2
Awarding advanced standing	8.	11.3	7	16.7	-1	4.5	16	11.9
Requiring subfreshman courses	31	43.6	9	21.4	9	40.9	49	36. 3

The data of table III show three uses of tests to have been much more common than the others—educational guidance after entrance, statistical studies, and sectioning of classes, with 88.9, 71.1, and 70.4 percent, respectively, of the institutions reporting them. Slightly over half of the schools furnished initial registration guidance on the basis of test results, while something less than half provided vocational guidance. A significant finding is that, although 36.3 percent of the institutions required subfreshman or noncredit courses of lowest-scoring entrants, only 11.9 percent awarded any advanced standing to the highest-scoring freshmen. Only 5.2 percent of the institutions admitted students to college or excluded them from entrance on the basis of test performance as a general practice, although many doubtless used test results for admitting or excluding irregular and over-age applicants.

will be treated. Table II presents information concerning the numbers and percentages of institutions of each type making use of certain types of tests and concerning the origin of the tests used—whether locally constructed or standardized.

Widely used tests

It is readily apparent from the first part of table II that only psychological and English tests were widely used in the entrance testing programs of the institutions reporting. Inasmuch as college aptitude tests are similar to most psychological examinations and are used for similar purposes, the total of 103.7 percent for these two test types is more nearly indicative of the total amount of testing done at college entrance for the major purpose of predicting future scholastic success and attendant uses. This percentage indicates that the 95.1 percent of all institutions using entrance tests utilized an average of slightly more than one general prognostic test per institution. It does not indicate that every institution included in the 95.1 percent made use of such tests, for only 67 of the 71 universities reported testing for general prognostic purposes. It does show, however, that a large majority of the institutions used general predictive tests and that some institutions used more than one such test in their "Freshman Week" programs. English tests, used by 67.2 percent of the schools, are the only other type used by as many as 50 percent of the institutions represented.

Tests used by from 10 to 20 percent of the schools were mathematics (19.7 percent), reading (19.7 percent), foreign languages (15.3 percent), general achievement (13.1 percent), and personality (10.9 percent). The remaining fields—social studies, physical and biological sciences, and vocational—were represented in the testing programs of only a few institutions.

Differences in the percentages of schools of the various types are significant in only a few cases. Arts colleges and teachers colleges used an average of more than one general prognostic test per institution, while most of the universities included such a test in their programs. English tests were given by a smaller percentage of teachers colleges than by arts colleges and universities. Mathematics tests were more common in the universities, general achievement tests in the teachers colleges, and reading and foreign language tests in the arts colleges.

The above discussion indicates that general prognostic and English tests

[Concluded on page 30]

Education Conventions

CHOOL people throughout the United States come together quite frequently each year to discuss their common problems and to exchange ideas in order that they may better care for America's army of children and adults in quest of learning.

When we speak of conventions, we naturally think of speechmaking. But there's something else one gets at a conference or convention in addition to long, or occasionally short, speeches. According to a recent editorial in The Library Journal, ". . . formal discussion is a large part of the week, but not the largest part. Seeing old friends, talking with others doing the same type of work or entirely different work, coming into contact with new personalities, or exchanging ideas over a breakfast or luncheon table are an integral part of any conference." The same editorial points out that Longfellow once said, "a single conversation across the table with a wise man is better than 10 years' study of books."

It would be impossible to record what each major national education convention did during the past year. We can touch on a few, however, presenting brief highlights.

Always the most largely attended and publicized school meeting held each year is that of the National Education Association, with its many affiliated departments and allied organizations. This year, meeting in Portland, Oreg., the summer N. E. A. conventioners provided newspapers from coast to coast with headline articles on academic freedom, the District of Columbia "little red rider", education's opposition to war, and the need for Federal aid for schools. Resolution no. 2 on academic freedom, as adopted by the 7,500 registered delegates, follows in part:

Academic freedom

The National Education Association reaffirms its position with reference to freedom of teaching and full opportunity to present different points of view on any and all controversial questions . . . Suppression of such freedom inevitably leads to violent and reckless changes in the social order.

. . . freedom of teaching implies presentation of facts on all sides, with interpretations.

. , . The association reaffirms its condemnation of the passage of special loyalty oath bills by State legis-

John H. Lloyd, Editorial Assistant, Office of Education Gives Highlights and Dates of Major Educational Meetings in the United States

latures and will offer every possible assistance to prevent the passage of such bills.

. . . Teachers must not be intimidated by administrators, boards of education, or pressure groups . . .

In brief, resolutions adopted at the National Education Association Convention

- Oppose compulsory military training in public schools, colleges, universities.
- Recommend a permanent division for youth education and guidance in the United States Office of Education.
- Support tenure of position for teachers.
- Urge repeal of the "little red rider."
- Approve Inter-American conference for maintenance of peace in the Western Hemisphere.
- Urge complete restoration of full educational programs
- Endorse principle of Federal aid for education.
- Register opposition to administrative merging of education with functions generally classified as welfare services.
- Urge Federal Communications Commission to reserve short-wave radio frequencies for nonprofit educational agencies.

Educators are veering away from the dyed-in-the-wool speaker type of convention program. They are going in for symposiums, panels, and forums, in an effort to make programs more interesting for the listener, and therefore more effective. The N. E. A. provided demonstrations of open-forum discussion on educational and political questions at Portland, and even allowed the audience to present questions for answering by platform panel leaders in education. Commissioner of Education, John W. Studebaker led the forum on Education and Democracy.

The recent National Congress of Parents and Teachers convention in Milwaukee featured no fewer than half a dozen panels and symposiums on parent-education problems. Secretary William H. Bristow told the convention delegates how to proceed in arranging for and conducting parent-education public forums back home. The parent-teacher leaders also passed the following resolution:

Adults and children, according to their ability to understand, should have opportunity to know all sides of important public questions, and school buildings should be made available for such purposes.

Librarians' challenge

How library service in the United States can be improved and extended to more of our citizens might well be termed the keynote of the American Library Association convention in Richmond, Va. President Louis Round Wilson, of the A. L. A., told the convention—

The first task which confronts the American Library Association today is to provide library service for the 45,000,000 people who are now without it, enrichment of service to the 40,000,000 with inadequate service; organization, administration, and development of libraries in such a way that they can serve the Nation as effective agencies for adult education; and the building up of bibliographical centers and resources for the use of the scholar and investigator. These are phases of librarianship which challenge as they never have before the best thought and effort of American librarians.

Secretary of the Interior, Harold L. Ickes extended a word of greeting to the American Library Association convention in the form of a message addressed to "Friends of the Library":

"An adequately staffed Federal library service, operating through the Office of Education could, no doubt, assume functions to aid materially in correcting the acknowledged deficiencies in our library system", the secretary pointed out in his message. "The attainment of the sound and laudable objectives established by the American Library Association can, however, be accomplished only when citizens in sufficient numbers determine to extend and improve an essential service which is essentially their own. Librarians and library trustees cannot do the job alone."

Adult education

The American Association for Adult Education put adult education in this and several other countries under the convention microscope in celebration of the association's tenth anniversary. Woven into many major addresses and several panel discussions was the thought that democracy can be preserved only through adult education. Federal Government financial assistance for extension of adult-education programs was deemed necessary. It was suggested that our colleges should stop making mere technicians of

our people, but should aim rather to put them in tune with their environment. One speaker pointed out that librarians are adult-education-minded, while another warned librarians not to be satisfied with providing books alone. Need for trained museum workers and prison educators to make this phase of adult education more effective was expressed at this annual meeting. Commissioner Studebaker again went on record as favoring "a Nation-wide system of civic discussion groups for men and women, carried on under public-school auspices."

Future craftsmen

Most of the discussion at the American Vocational Association convention in Chicago was devoted to how youth can better be prepared for jobs. Launching of a new organization, The Future Craftsmen of America, was officially announced to A. V. A. delegates, and by convention radio programs to the country at large. Future plans for the FCA, an organization of young men apprentices and students in industrial arts and vocational trade-school classes will be made kown at the next A. V. A. convention in San Antonio, Tex., December 2-5, 1936. Detailed discussion of the George-Deen Act recently passed by Congress, an act that authorizes additional appropriations for extension of vocational education opportunities in the United States, is also scheduled.

FFA

The Future Farmers of America, national organization of nearly 125,000 farm boys studying vocational agriculture in public high schools throughout the country, held their annual convention in Kansas City, Mo. They plan to hold another one next month, October 17–24, in the same city.

Among their activities are landscaping, home beautification, tree planting, establishment of F. F. A. camps, organization of F. F. A. bands, leadership training, thrift programs, radio broadcasts, pest eradication, and public speaking.

The coming year

With these few highlights of several major national educational conventions of the past year, we look ahead to annual meetings of the coming year, announced in connection with this article. May each meeting, as Dr. Agnes Samuelson, past president of the National Education Association has said "help us to gain

a fresh start", and "strengthen our hands for the good work in which we are engaged—the making of men and women."

List of meetings

American Association of Junior Colleges, Dallas, Tex., February 19-20, 1937.

American Association of School Physicians, New Orleans, La., October 20-23, 1936.

American Association of Teachers of French, Richmond, Va., December 31, 1936.

American Association of Teachers of Italian, Richmond, Va., December 29–31, 1936.

American Association of Teachers of Spanish, Chapel Hill, N. C., December 28, 1936.

American Association of University Professors, Richmond, Va., December 28-29, 1936.

American Association of University Women, Savannah, Ga., March 15-19, 1937.

American Catholic Historical Association, Providence, R. I., December 29–31, 1936.

American Council on Education, May 7-8, 1937, Washington, D. C.

American Educational Research Association, New Orleans, La., February 20-25, 1937.

American Physical Education Association, New York City, April 21-24, 1937.

American Vocational Association, San Antonio, Tex., December 2-5, 1936.

Association for Childhood Education, San Antonio, Tex., March 30-April 3, 1937.

Association for Study of Negro Life and History, Petersburg Va. October 25, 1936

Petersburg, Va., October 25, 1936. Association of American Colleges, Washington, D. C.,

January 14-15, 1937.

Association of American Geographers, Syracuse, N. Y., December 31, 1936, January 1-2, 1937.

Association of Land-Grant Colleges and Universities, Washington, D. C., November 16–18, 1936.

Association of Summer School Directors, Urbana, Ill., October 23-24, 1936.

College Entrance Examination Board, New York City, October 28, 1936.

General Federation of Women's Clubs, Tulsa, Okla., April 26-May 1, 1937.

Linguistic Society of America, Chicago, Ill., December 28-30, 1937.

Music Teachers National Association, Chicago, Ill., December 28-30, 1936.

National Advisory Council on School Building Problems, New Orleans, La., February 27, 1937.

National Association of Public School Business Officials, St. Louis, Mo., October 12-16, 1936,

National Commercial Teachers Federation, Detroit, Mich., December 28–30, 1936.

National Committee on Education by Radio, New York City, January 18, 1937.

National Congress of Parents and Teachers, Richmond, Va., May 4-7, 1937.

National Council of Parent Education, Chicago, Ill., November 11-14, 1936.

National Education Association, Department of Superintendence, New Orleans, La., February 20-25, 1937.

National Education Association (Summer meeting), Detroit, Mich., June 27-July 1, 1937.

National Vocational Guidance Association, New Orleans, La., February 1937.

North Central Association of Colleges and Secondary Schools, Chicago, Ill., April 7-10, 1937.

Progressive Education Association, St. Louis, Mo., February 25, 26, 27, 1937.



A Tribute to Dr. Cummings

"Always he faced the front—never backward. He liked to see the good that he could do and to help others be their best."

Thus spoke Dr. J. C. Wright, Assistant Commissioner for Vocational Education, United States Office of Education, in a tribute to Dr. John Cummings, whose death occurred on June 26. Dr. Cummings was chief of the research and statistical service, Vocational Education Division for several years. For more than 20 years he was actively identified with the vocational education movement.

Dr. Cummings served in many capacities including the following: Instructor in economics and statistics at Harvard, his alma mater; on the editorial staff of the New York Evening Post; assistant professor of political economy, University of Chicago; expert special agent, United States Census Bureau; research expert for Joint Congressional Committee on National Grants for Vocational Education: editor and statistician, Federal Board for Vocational Education; and statistician and economist, division of research and statistics, Federal Reserve Board. Dr. Cummings returned to the Federal Board for Vocational Education, now the Vocational Division of the United States Office of Education, in 1930. His home was in Washington, D. C.

Dr. Cummings was a member of the American Economic Association and the American Statistical Association. He is the author of numerous books and pamphlets on economic, statistical, and sociological, subjects.

School Survival Rates

HE NATION'S senior class of 1936 indicates a 48.4 percent greater holding power through its years leading to graduation than did the Nation's graduating class of 1931.

Of 1,000 pupils in the fifth grade in 1924 only 310 reached the twelfth grade in 1931, but of 1,000 pupils in the fifth grade in 1929 there were 460 who reached the twelfth grade in 1936.

The enrollment in the last year of high school increased from 591,505 in 1926 to 1,134,567 in 1936 (estimated), an increase of 91.8 percent. The estimated 1935 senior enrollment was 98.2 percent greater than in 1925 and the 1934 senior enrollment was 105.1 percent greater than in 1924. This shows that while senior enrollments in schools are still increasing the rate of increase is evidently slowing down.

It is interesting to note on table 2 that while the number in the fifth grade decreased every year from 1924 to 1929, from 2,537,883 to 2,466,451, the number of these pupils remaining in every grade from the seventh through the twelfth increased every year. A decrease of 71,432 in the number of fifth-grade pupils in the 5 years from 1924 to 1929 was changed by the increase in holding power of the upper grades to an actual increase of 348,230 pupils in the twelfth grade in the 5 years from 1931 to 1936. This is probably due to a large extent to the fact that many of these fifth-grade pupils arrived in high school since the beginning of the depression and, having no chance of employment outside, have stayed in school.

A comparison of the survival rates for the first year of high school and the eighth grade shows the following percentage of the eighth-grade pupils continuing on to high school:

Survival eighth grade to first-year high school

Year	Percent	Year	Percent
1928	 82. 6 86. 2	1932	94.7 91.4 92.1

The holding power of the eighth grade continued to increase from 1927 to 1931. Of the class that was in the eighth grade in 1930–31 almost 95 percent were enrolled in high school in 1931–32. Since then the percentage continuing into high

Emery M. Foster, Chief, Statistical Division, States That Holding Power Leading to Senior Grade Has Increased 48.4 Percent in 5-Year Period

schools seems to have dropped slightly but indications are that more than 90 percent of the eighth-grade pupils enter high school.

In reorganized school systems the break between elementary school and junior high school at the sixth grade comes when the pupil is too young to drop out of school. As shown above pupils do not drop out in any great numbers at

the break between the traditional elementary school (seventh or eighth grade) and the first year of the traditional high school or at this point in the junior high school. The next break comes at the end of the ninth grade or last year of junior high school. Examination of the survival rates shows the following percentages of first year high-school pupils enrolled in the second year (or last year

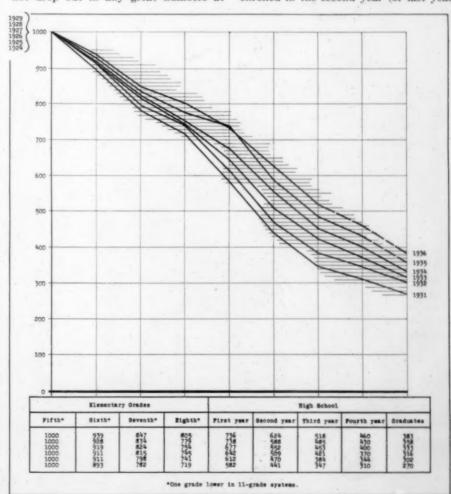


Figure I.—Survival rates for public schools. Fifth grade through highschool graduation.

junior high school pupils enrolled in the first year of senior high school in a 6-3-3 system).

Survival first to second year high school

Year	Pe	rcent	Year	Percent
1928		75.8	1931	81.7
1929				
1930		79.3	1933	 84.8

In 1928 approximately 25 percent of the first-year high-school pupils dropped out at the end of the year but in 1933 only 15 percent dropped out at this point.

The survival rate picks up again between the second and third year of high tchool or at the beginning of the senior high school in the 6-3-3 organization. The percentages derived from table 2 are as follows:

Survival from second- to third-year high school

Year	Percent	Year	Percent
1929	78. 7	1932	
1930	81.7	1933	82. 5
1931	82.7	1934	83. 0

There seems to have been little change in the holding power of the third year of high school since 1930. Approximately 89 percent go on to the fourth and last year of high school. The percentages derived from table 2 are as follows:

Survival from third- to fourth-year high

Year	Percent	Year	Percent
1930	89, 3	1933	88. 3
1931	89. 6	1934	 88. 7
1932	87. 9	1935	 88. 8

The percentage of pupils enrolled in the last year of high school who graduate seems to have decreased from the peak of 88 percent in 1932 to 83.25 percent in 1934.

Survival from fourth year through graduation

Year	Percent	Year	Percent
1930	86. 4	1933	85, 5
1931	87.3	1934	
1639	88.0		

Of 1,000 pupils in the fifth grade in 1910-11 only 139 graduated from high school in 1918 but of 1,000 in the fifth grade 18 years later in 1928-29 there were 383 continued to graduate in 1936.

Percent of high-school graduates going to college

Year in fifth grade	Year gradu- ated from high school	Percent gradu- ated from high school
1910-11 1920-21	1918	13.9
1921-22	1928	24.5
1922-23	1930	25. 2
1923-24	1931	27.0
1925-26	1933	31.6
1926–27 1927–28	1934	33.3
1928-29	1936	38, 3

A high school can consider itself up to normal for the country as a whole if survival rates are about as follows for the class of 1936:

First year	100 in	1932-33
Second year	85 in	1933-34
Third year	70 in	1934-35
Fourth year		1935-36
Graduate	52 in	1936

The senior class runs about two-thirds of those who entered high school 4 years

Comparison of the enrollment in the freshman class in college (first year of college work including first year in independent professional schools) with the number of graduates from high school the previous year shows that the percentage going to college has decreased from 51.8 percent in 1918 to 33.9 percent in 1934. This is to be expected with the increase in the percentage of the highschool population attending high school

from 28.4 percent in 1920 to 60 percent in 1934. Many go to high school today with no intention of going to college.

Since college education is not free, lack of funds, no doubt, is an important factor in these statistics.

Percent of high-school graduates going to college

Year	Percent	Year	Percent
1918	51.8	1933	36.4
1932		1034	33 0

Percent freshman class in September is of number of high-school graduates for school year ending previous

Survival of 1,000 in the fifth grade through college

14	Class graduating from college in—					
	1918	1932	1933	1934		
Number in fifth grade High-school graduation. College graduation	1,000 139 23	1, 000 241 56	1, 000 245 53	1, 000 252 52		

Table 1 .- Survival of 1,000 pupils in fifth-grade, 1 public elementary and secondary

	CLASS GRADUATING FROM HIGH SCHOOL IN-									
Grade	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940
1	2	3	4	- 5	- 6	7	8	9	10	11
Elementary school; Fourth or fifth Fifth or sixth Sixth or seventh Seventh or eighth High school;	1,000 893 782 719	1,000 911 798 741	1, 000 911 815 745	1,000 919 824 754	1,000 928 834 779	1,000 939 847 805	1,000 954 861 825	1,000 943 872 824	1,000 929 884	1, 00
II II III IV Graduates	582 441 347 310 270	612 470 384 344 302	642 509 421 370 316	677 552 453 400 333	738 588 485 430 3 358	736 624 2 518 2 460 2 383		********		

¹ Fourth grade in 11-grade systems, fifth grade in 12-grade systems ² Estimated.

Table 2.—Enrollments in last 8 years of the public-school system, 1924-34, and certain estimates for 1935 and 1936

	GRADE										
Year end- ing in June		ELEMENTA	RY SCHOOL			Hie					
	Fourth or fifth 1	Fifth or sixth	Sixth or seventh	Seventh or eighth	I	II	III	IV	Grad- uates		
1	2	3	4	5	6	7	-8	9	10		
1924 1925 1926 1927 1928 1929 1930 1931 1932 1931 1932 1933 1934 1934 1935 2	2, 537, 883 2, 536, 470 2, 535, 078 2, 512, 989 2, 490, 900 2, 466, 451 2, 442, 003 2, 484, 045 2, 526, 087 2, 512, 654 2, 499, 221	2, 224, 774 2, 267, 544 2, 310, 315 2, 309, 088 2, 307, 861 2, 312, 538 2, 317, 216 2, 329, 985 2, 342, 746 2, 345, 895 2, 349, 045	1, 913, 323 1, 948, 371 1, 983, 440 2, 024, 240 2, 065, 041 2, 077, 188 2, 089, 454 2, 101, 720 2, 167, 075 2, 232, 431	1, 702, 962 1, 737, 152 1, 771, 343 1, 825, 702 1, 880, 062 1, 887, 428 1, 894, 835 1, 939, 578 1, 984, 321 2, 015, 474 2, 046, 627	1, 328, 412 1, 424, 304 1, 425, 204 1, 450, 564 1, 475, 924 1, 551, 374 1, 626, 823 1, 702, 216 1, 777, 608 1, 816, 317 1, 855, 026	919, 979 970, 415 1, 004, 503 1, 025, 030 1, 045, 558 1, 118, 871 1, 192, 185 1, 289, 758 1, 387, 331 1, 463, 792 1, 540, 254	651, 329 715, 978 736, 254 751, 980 767, 706 823, 616 879, 525 973, 140 1, 066, 755 1, 137, 967 1, 209, 180 1, 277, 622	490, 158 540, 516 591, 505 606, 798 622, 091 661, 490 700, 889 786, 337 871, 786 938, 580 1, 071, 087 1, 134, 567	686, 35, 767, 25, 802, 08, 836, 92, 891, 68, 944, 56		

 $^{\rm I}$ Fourth grade in 11-grade systems, fifth grade in 12-grade systems. $^{\rm I}$ Estimated.

[Concluded on page 31]

CCC Education Platform for 1936-37



THIS is quite a year for platforms. Organizations, parties, and groups of various kinds are bringing forth many planks on which they are prepared to stand. It is an opportune time, therefore, for those of us in CCC

camp education to review our past record, submit our future plans for critical analysis, and determine if we are moving in the right direction.

On looking back over the past year's work we find much satisfactory progress. We note that CCC education has come to have a more definite and useful character, that it now occupies a prominent role in the activities of the corps. Director Robert Fechner, in a radio address on April 17, declared: "The educational work in the camps has been of increasing importance . . . In the CCC we have not been content to take over the young men sent to us and simply give them a job. We have furnished each man with . . . first-class leadership, a chance to improve his education, and an opportunity to learn by doing."

With this word of commendation from Mr. Fechner, we should begin our program for the fall with real encouragement. We should face our task with a greater determination to do a more thorough job. In order to do this, let us give careful and serious consideration to the following planks:

CCC education platform

1. A clarification of CCC educational objectives. Camp advisers should have a well-rounded program offering something which will serve the needs of each enrollee in camp. To do this, advisers must plan their work so as to remove illiteracy, to remove common school deficiencies, to train on camp jobs, to train in vocations, to develop in avocations, to provide cultural and general education, to train in health, safety, and citizenship, and to afford placement services.

2. Improvement of guidance work. Guidance is at the heart of CCC education. As soon as a new contingent of men arrive in camp they should be interviewed

A School Building in Each Camp Included in Proposals for Future Activity for 350,000 CCC Enrollees, by Howard W. Oxley, Director of CCC Camp Education

and plans set in operation to build instructional facilities around their needs. Personal interviewing of enrollees should take place at regular periods of time. Careful records should be kept of their progress and development. Through subsequent contacts with enrollees, the adviser should continue to stimulate their interest in educational and recreational activities.

Committee on education

3. Perfection of camp educational organization. To make our program mean all that it should for the enrollees, we must more effectively organize the camp's educational facilities. A committee on education, composed of the camp's military, technical, and educational personnel, will prove a valuable asset in coordinating the various branches of education within the camp. In addition, there should be regular meetings for training camp instructors and enrollee leaders. Daily and monthly records should be kept with regularity. A schedule of camp educational offerings should be posted at all times, and bulletin boards showing the progress of enrollees in education should be provided.

4. Improvement of instruction methods and materials. After 3 years of experience in camp work, we should now be able to use methods and materials most appropriate to the needs of the men. Lesson plans, course outlines, and class assignments should have been well organized. Less lecturing on the part of advisers and more discussion by enrollees in class work are needed. Courses should be built around practical projects, with visual aids and the radio being used frequently to supplement regular instruction. Advisers should seek the aid of company officials in adding books to the library and in acquiring magazines, materials, and equipment beyond that supplied in the general educational budget. Advisers should also be on the alert for any books, courses, or materials which may be obtained from neighboring schools, communities, and State organizations.

5. Development of physical facilities for education. It is our hope before the end of this academic year to have a school building or special space for education set aside in each camp. Eight hundred companies already have their own school buildings. Others have added a quantity of tools and further equipment for instructional purposes.

6. Improvement of community cooperation. Neighboring communities should be surveyed to ascertain the assistance they may afford the camp. In like manner, the camp should serve the surrounding community in every way possible. An exchange of activities between the camp and community will help to knit the CCC more firmly into the social fabric of the country.

Placement services

7. Improvement of placement services for enrollees. Although 145,000 CCC members found work last year before their term of camp service was up, there is much that we can do yet to perfect camp placement activities. Every enrollee should register his job preference with the camp adviser. Every enrollee should register with the employment agency in or near his home-town and keep his registration up to date. Advisers and enrollees, by keeping in active touch with employers, will find many openings for qualified young men.

8. The enrollment of every member of the camp in the following major activities: Academic subjects, job training, vocational training, and recreational activity. In addition, every enrollee should participate in a systematic guidance program under the management of the camp

[Concluded on page 20]





RADIO

RETURNS POUR IN!

Who Says They Won't Listen to Educational Radio Programs?

FROM every State in the Union they come—these letters, cards, and telegrams—from young and old who have found something new and worthwhile in radio listening. Radio that is educational and education that is good radio!

A few random quotes:

"A glimpse into a world of wonder!" (The Smithsonian program).

"Although I am only 14 years old I find myself greatly interested in science. As I am not greatly versed in scientific words and terms, yet I found that I could easily follow the speaker's narrative, which was distinct, clear, and very informative." (Have You Heard?)

"I want to use your material in my broadcasts to Germany and in the German press—to make America better known to the German people." (Answer Me This.)

"I am going to get all the kids on our street to join, too, and not put firecrackers in milk bottles and do things dangerous!" (Safety Musketeers.)

"You have helped so many others, I hope you can help me." (From the Question Box of Education in the News.)

A glance at any day's mail is a challenge and an inspiration. Here is the president of an Audubon Society writing for advance schedules on Have You Heard? so that she may announce it before her next meeting. A letter from the P. T. A. commending Education in the News for the fine radio report of its national convention—and from the American Red Cross thanking the Safety Musketeers for their practical life-saving instructions on the air. A teachers' magazine wants to print a page of Answer Me This questions and answers each week for use in public schools—three national weeklies seek permission to reprint data from the Smithsonian scripts (The World is Yours)—and a famous publisher suggests bringing out a book of popular science based on Have You Heard?

The volume of mail has grown to such proportions that now it requires a larger staff to handle the mail on each program than it does to prepare the script. On one program alone the mailing list is mounting at the rate of more than a thousand new names a week. And this in the summertime when many commercial programs leave the air for want of listeners. The response to the programs of the Office of Education proves the presence of that vast audience of people who have been seeking radio that combines all the elements of entertainment with the satisfaction of really learning something—plus the stimulation to learn more.

In commercial radio the sponsor and his advertising agency say, "The program seems to be pretty good—but what about the proof-of-sale? We want to see the boxtops. Have the listeners said it with nickels and dimes?" * * * These letters are, therefore, our "proof-of-sale." A great percentage of them contained nickels and dimes and quarters for various Government publications in elaboration of the subject matter of the given program.

We hope that the lessons we have learned so far in this educational radio workshop can be used by schools, colleges, and universities to increase the effectiveness of their own programs and more fully to achieve the educational goal—the increase and diffusion of knowledge among mankind.

LEO S. ROSENCRANS

Our Historic Function



THE AMERICAN REVOLUTION which marked a great transition away from despotism, was planned, organized and carried through by men and women trained in public discussion and schooled in democratic action. The frontier was conquered step by step by men and women trained in the town meetings to discuss their common problems and to rule themselves by common consent. For the first time in history a common people learned to govern themselves and to act cooperatively in their own interests in the very process of building a new society. The communities themselves were informal classes in adult civic education, regularly participated in by the majority of the people.

From time to time in our history we have experienced great revivials of popular interest in government and in discussion of the problems of government. One of those peaks of national public debate came during the years just preceding the Civil War. Another wave of public discussion accompanied the anti-trust legislation. Still another period of intense and widespread discussion came at the time of the World War and immediately following it when the issue of world organization was being widely considered, not only in this country but also abroad.

The indications are that we are in another of those peaks of public interest in social, economic and political affairs. Adult citizens are gathering more and more into groups to discuss matters of public concern.

Encouraging as the present trend is, the extent of organized adult civic education is perilously inadequate to provide for a truly informed public opinion. If America is to be equal to the task of solving, through the process of self-government, the complex problems thrust upon us by an unheralded industrial revolution, we must approach the unanimity of participation in public discussion achieved during the revolutionary and pioneer days. For how can a people who do not know where to cast their influence to serve the public welfare, remain free or enjoy the benefits of self-government?

There is no question in my mind about the present great need in this country for a new emphasis in public education for children and adolescents. In a sense I think we must reclaim some of that original emphasis we once had on the tools of expression. The greatest protection of the common man against the propaganda designed to enlist his support against his own interests is a critical mind capable of clear expression. An educational system which merely exercises the memories of students is relatively worthless to a self-governing society. The real purpose of an educational system is to develop the analytical and expressive powers of the people.

We cannot hope to teach the students during school days the facts they must know about the unborn world. We cannot hope to equip them with the information necessary to act intelligently as citizens in a future society, the nature of which we cannot possibly foresee. We can, however, develop their powers of analysis, of critical judgment, and of self-expression. Adults, trained in the use of these abilities, are prepared for citizenship in a democracy no matter what great changes take place.

The problem of achieving our historic function of providing an education equal to the needs of democracy should be discussed in every local teachers association, every parent-teacher group, and every lay organization, devoted to the proposition that men and women on this continent shall remain free and shall enjoy equal opportunity.

J. W. Studshake

Commissioner of Education.

Guidance Problems in City Schools

HE Office of Education for the past 2 years has collected information, from school systems in cities having a population of 100,000 or more, on guidance practices and the difficulties met in planning and prosecuting a program of guidance services in the public schools. Inquiries to obtain this information were directed for the attention of the official in the superintendent's office having responsibility for guidance work.

A study and analysis of the returns, recently received from more than 70 school systems, revealed some of the outstanding problems which the larger cities are encountering in their efforts to carry on a guidance program. A summary statement of these problems, together with typical illustrative excerpts from the returns follows:

1. The problem of securing an adequate and properly qualified school staff for rendering effective integrated services in a well-rounded guidance program is universally common.

According to the reports received, inadequacies constituting this problem are
usually due to at least one of the following
causes: (1) Insufficient funds for employing personnel, (2) lack of qualified personnel on the school staff, and (3) lack of
an available supply of qualified persons
from which to recruit personnel. These
causes are given as obstacles to guidance
in cities scattered throughout the United
States. The following excerpts are illustrative of the different phases of the
problem coming under this heading.

A New England city which has done pioneer work in counseling reports,

Our work cannot keep pace with the rapidly increasing high-school enrollments; as a result, our counseling service is much understaffed due to insufficient funds.

The superintendent of a Midwest city says that finding money with which to procure guidance workers is his most difficult problem, but adds that it is also difficult to find qualified persons for the work.

A New England city finds that it is practically impossible at the present time to obtain money for guidance personnel, Maris M. Proffitt, Educational Consultant and Specialist in Guidance and Industrial Education, Gives Summary on Reports from 70 Cities

that it is very difficult to find time for guidance in the crowded senior high school schedule, and that if both time and money were available "we should have difficulty finding in our present staff enough people with adequate training for guidance service."

A Southwest city reports that its guidance program suffers because of an inadequately prepared personnel.

The superintendent in a large industrial city in the North Central States writes:

Our greatest problem is that of getting counselors who are eternally awake to the problems of youth in a very complex social setting.

The superintendent of a large west coast city reports that the chief problem is to find ways and means for providing scientific training for teachers now on the school staff doing counseling work.

The high-school supervisor in a large far West city summarizes the local problems as follows:

In attempting to develop a guidance program we find three factors obstructing progress: First, very few people are now well trained for this service. In most cases we have to go outside of our own city schools to find such persons. Second, the basic principles of guidance are in conflict with certain administrative practices, such as credits, marks, and the common run of extrinsic drives. In other words, the whole school program is formulated on the ideals of competition rather than cooperation. Third, the expenses involved in a program are still somewhat in the way.

The inference may be drawn from the reports received that in addition to the fundamental and definite problem of financing guidance services, city schools have also the problems of (1) up-grading guidance teachers in service in order that they may be properly qualified for efficient work and (2) finding persons to add to the staff who are properly trained for the responsibilities believed by the school officials to devolve upon those whose duty it is to counsel and advice

with young people enroute through the public schools.

2. It is difficult to get members of the school staff to view guidance as an educational function of the school for which each one has some kind of responsibility; it is still more difficult to get this view translated into action.

The information received from the cities reporting indicates that this problem is probably as fundamental, persistent, and universal as any that confronts school officials making serious efforts to develop guidance services as an integral function of the educational process. The detailed statements appearing below are submitted in confirmation of this assumption.

A city which for several years has been outstanding for its well-organized counseling staff reports that,

The counseling program has not been made an integrated part of the entire school program. There is a lack of understanding of the service on the part of some teachers and principals.

The supervisor of counselors in another city says that during the present year special effort has been put forth to make home-room teachers and classroom teachers more conscious of individual differences among pupils, and of the teacher's responsibility for rendering guidance services in accordance with the opportunities arising in connection with her regular duties.

Another director of guidance reports, "failure to secure the coordinated interest and necessary efforts of all the staff for a properly integrated service."

A district superintendent of high schools says that his home-room teachers do not fully appreciate the need for doing counseling work.

A report from a city that is well known for its guidance program says that the chief problem is to find enough teachers to give support to the program who are fully sold on the guidance idea and who do not look upon anything they may contribute to the guidance function of the school as an extra duty.

Excerpts from other reports: Lack of appreciation and cooperation on the part of other members of the staff. Our teachers are not qualified. We need a closer coordination of all personnel services. Lack of understanding of and sympathy for guidance on the part of the regular teachers. Lack of appreciation and cooperation on the part of other members of the teaching staff.

The implications from reports dealing with this problem make it clear that the official reporting believes that a sympathetic attitude and cooperative action on the part of all staff members is essential for the successful operation of the guidance function in the educational program of the school.

3. The lack of proper administrative and supervisory authority, centered in the superintendent's office, is an insurmountable problem in an effort to provide an effective and wellcoordinated program of guidance on a city-wide basis.

This problem exists in many cities throughout the country that are attempting the development of guidance services in their schools. It is frequently evidenced within a school system by spotty conditions; one school with an interested principal may be functioning with a high degree of efficiency, another school may be making but little if any effort to provide guidance services. One school may be following correct procedures and emphasizing proper activities; another may be following incorrect procedures and placing emphasis on wrong or unessential activities. The lack of proper centralized leadership may delay indefinitely the development of an effective guidance program in all the schools of a city.

An assistant superintendent in a far West city who has been developing a program through his school principals says,

We need to coordinate effectively the efforts of the individual school, the central office, and the community welfare agencies.

Another city reports,

Principals of senior high schools have not yet determined just how they wish to build their programs, consequently very little is done in guidance in those schools.

4. Limitations in school curricula as compared with the varying needs of pupils constitute a serious deterrent to appropriate advisement and a barrier to carrying into effect adjustments based upon sound educational and vocational counseling,

This problem is not limited geographically nor is it confined to the smaller cities in the population group studied.

The assistant superintendent of an eastern city gives as a major guidance difficulty the fact that the limited curriculum offerings in high schools make advice as to the choice of elective subjects difficult. Proportionately larger offerings in the foreign languages as compared with offerings in practical kinds of subjects result in many pupils electing foreign languages who are without sufficient ability to pursue them successfully.

The director of the research bureau in a central west city reports that one of the two greatest problems encountered in efforts to provide guidance and counseling services in senior high schools is the lack of facilities for adequate educational programs to carry out the diagnosed needs of many pupils.

5. The problem of the subnormal and retarded pupil still defies the efforts of the guidance worker to render sound educational and vocational counseling services.

Two kinds of difficulties are met by the counselor in his work with retarded pupils. One is the difficulty of determining the abilities possessed and not possessed by the pupil, the other is the difficulty confronted in trying to find proper educational and employment opportunities for the pupil in accordance with the counselor's diagnosis of the pupil. A typical problem is presented in the following, taken from the report of an assistant superintendent in a New England city. That official says:

We frequently send pupils to psychopathic clinics and habit clinics. assistance has been given the parent and the school but there is still not sufficient information available as to what vocations pupils, who are mentally peculiar and who cannot conform to ordinary schools, can prepare themselves to enter. They generally continue in school with us to their own disadvantage and to ours. A second phase of this problem is the sympathy which one naturally feels for persons whose gifts from nature are very limited, but which should not be allowed to interfere with sound counseling. It quite often appears to me that we attempt to find solution after solution and to pursue a course year after year which we feel inevitably must end in disaster. Perhaps we are not sufficiently informed so as to deal in the early stages with these cases in an honest and positive way that will be of definite advantage to the pupils and to the school system at a later time.

6. The lack of follow-up studies of pupils and of local employment conditions results in a serious deficiency in information essential for sound counseling and for making curriculum changes and adjustments.

These kinds of studies constitute an exceedingly valuable source of information for checking the worthiness of educational programs and for indications as to needed changes in the curriculum. With reference to such studies one superintendent writes:

One of the outstanding problems is to create a better understanding between the employing world and the school. It is difficult to instill the idea into the minds of teachers that the school is partly responsible for the success of pupils in the business world.

A pioneer city in the guidance movement reports that "Information is very much needed as to the work experience of all our pupils who have left high school in the past 5 years."

C. C. C. Education Platform for 1936-37

[Concluded from page 15]

adviser, that will attempt to reveal the type of work for which the young man is best qualified.

Professional growth of advisers

9. Professional development of the adviser. The work of the CCC educational adviser is unique and challenging. He occupies a position in which the opportunity for service is great. He should keep abreast with educational trends, continue his reading and studying, and attend district and corps area conferences with a definite purpose to gain something from them. He should properly note suggestions contained in corps area and district bulletins which will improve his program. He should join a teachers' association or an educational organization, which will help him extend his contact with current movements.

Building character

In working with enrollees, advisers must gain their confidence and respect. They should attempt to develop them spiritually as well as mentally. The value of a good personal influence over the enrollee can mean much toward guiding him along the proper channel. Advisers have an excellent chance to build human character as well as to improve employability.

Educators' Bulletin Board



New Books and Pamphlets

Elementary Science

Everyday Science, answers to questions that everyone is asking, by Frederic J. Haskin. Washington, D. C. Frederic J. Haskin, Director, The Haskin Information Service, c 1936.

47 p. 10 cents.

Answers to questions most frequently asked in the fields of astronomy, biology, chemistry, geography, meteorology, physics and psychology.

Fresh Water Aquaria, by Lea Reid. Sacramento, Calif. State Department of Education, 1936.

47 p. illus. (Science Guide for Elementary Schools, vol. 2, no. 10.) 15 cents.

Presents the material necessary for establishing and maintaining a fresh water balanced aquarium, with suggestions to teachers and a list of books for children and one for teachers.

Music

Music and the Young Child, compiled by Helen Christianson. Bulletin of the Association for Childhood Education, 1201 Sixteenth Street, NW., Washington, D. C., 1936.

32 p. 35 cents.

Contents: The role of music in child development and Trends toward music in the first years, by Helen Christianson; Music in the kindergarten, by Alice Thorn; Growing music interests of growing children, by Beatrice Perham and Blanche Kent; Bibliography,

An Index to Folk Dances and Singing Games, compiled by the Staff of the Music Department, Minneapolis Public Library. Chicago, American Library Association, 1936. 202 p. \$2.00.

Index of folk songs and singing games, classic dances, tap, and some of the earlier square and contra dances; useful for school libraries.

Universities and Colleges

Proposed: The University of the United States, by Edgar Bruce Wesley. Minneapolis, The University of Minnesota Press, c 1936.

83 p. 75 cents.

A discussion of the problem of establishing a national university in Washington, D. C.

Financial Advisory Bulletins, issued by the Financial Advisory Service of the American Council on Education, 744 Jackson Place, Washington, D. C., 1935– 36. Free.

Titles: No. 1, College finance; No. 2, Depreciation of real property in educational institutions; No. 3, The balance sheet in college and university financial reports; No. 4, Current investment practices of colleges and universities; No. 5, Current practices of colleges and universities in obtaining professional counsel and services; No. 6, Fitting the accounting system to the plan of reporting recommended by the National Committee on Standard Reports.

Safety Education

The Driver. Washington, D. C., American Automobile Association, e1936. 85 p. illus. (Obtainable through your local AAA Motor Club or National Headquarters, Washington, D. C.)

The first of the Sportsmanlike Driving Series on traffic, safety, and driving. Each chapter may be studied as a unit, with discussion topics, special projects, and further reading suggested; suitable for use with high-school students.

Miscellaneous

Braiding and Knotting for Amateurs, by Constantine A. Belash. Boston, Mass., The Beacon Press, Inc., 1936.

126 p. illus. \$1.00 (The Beacon Handicraft Series).

A manual for an inexpensive and interesting handicraft, describes easily made articles of types which will appeal to boys, girls, and mature workers.

The Equal Chance, Books Help to Make It. Chicago, American Library Association, 1936.

32 p. illus.

Public library statistics graphically presented. A plea for the equalization of educational opportunities by means of adequate library service.

SUSAN O. FUTTERER

Recent Theses

A LIST of the most recently received doctors' and masters' theses in education, which may be borrowed from the library of the Office of Education on interlibrary loan.

Atkins, W. C. Some probable outcomes of partial self-direction in tenth grade biology. Doctor's, 1935. Teachers College, Columbia University. 101 p. CHISM, LESLIE L. Economic ability of the States to finance public schools; the ability of the various States to raise tax revenue under system of taxation based on the model plan of State and local taxation, with special reference to the relative ability of the States to support education. Doctor's, 1935. Teachers College, Columbia University. 100 p.

EVERARD, J. G. A survey of the Huntingdon borough public schools. Master's, 1935. Pennsylvania State College. 223 p. ms.

DILLER, H. M. Comparative study of sound metion pictures and oral classroom instruction. Master's 1935. George Washington University. 60 p. ms.

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RUTH A. GRAY

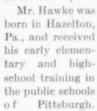
The Vocational Summary

* * *

New staff members

HREE new members have been added to the staff of the Office of Education recently. They are: Jerry R. Hawke, who has been appointed special agent for trade and industrial education; H. L. Stanton, who has been appointed research agent in vocational rehabilitation; and D. M. Clements, who has been given a permanent appointment

as agent for vocational agriculture in the southern region. Mr. Clements is filling the vacancy created by the death of R. D. Maltby.





Jerry R. Hawke

He holds a bachelor of science degree from Carnegie Institute of Technology and a master of science degree in vocational education from Pennsylvania State College, and has done advanced work in the field of vocational education at Colorado State College. He began his career

as an industrial arts teacher and as a teacher and supervisor of shop work for the Allegheny Playground the De Paul Institute for the Deaf in Pittsburgh, Pa. Among positions he has filled since graduation from college are the following:



H. L. Stanton

Director of vocational education at North Braddock, Pa.; principal of Y. M. C. A. night high school in Pittsburgh; director of vocational education during the American occupation at Port au Prince, Haiti; director of vocational education, Omaha, Nebr. He is a former vice president of the Pennsylvania Industrial Arts Association and during the past year was elected president of the Nebraska Vocational Association.

Mr. Stanton who was born in Dunkirk, Ind., received his early training in the Indianapolis Manual Training High School, and holds the bachelor of science degree from Adrian College and the master of arts degree from North Carolina Agricultural and Engineering College. He attended Stout Institute and has taken advanced work in summer sessions at Purdue University and the University of Wisconsin. For 3 years, Mr. Stanton was instructor in science, and manual





D. M. Clements

water, Minn.; director of manual training, Isidore Newman Manual Training School, New Orleans; director of education for disabled veterans at Tulane University; district supervisor of trade and industrial education for disabled soldiers in New Orleans; local supervisor for vocational rehabilitation of disabled soldiers at Mobile, Ala., and director of civilian rehabilitation for North Carolina.

Mr. Clements, who was born in Fort Deposit, Ala., and attended the elementary and secondary schools there, received the bachelor of science degree in agriculture at Alabama Polyteehnic Institute and the master of arts degree from George Peabody College for Teachers, Nashville, Tenn. He attended summer sessions at the University of Wisconsin in 1912 and 1918. Following his graduation from college, he was successively a teacher of vocational agriculture at Lynnville, Tenn., and at Paris, Tenn., where he served as principal for 1 year. In 1919, Mr. Clements became State supervisor of vocational agriculture in Tennessee and was head of the division of vocational education in that State.

Evening classes popular

Evening trade and industrial classes in Iowa served more adults last year than ever before, according to the annual report of the State board for vocational education. Most of the gains in enrollment, the report shows, are in the classes in such related subjects as blueprint reading, sketching, mathematics, airconditioning, radio-servicing, industrialchemistry, electric-theory, and Dieselengine principles. There is a demand for instruction in welding which the vocational board has been unable to meet in most localities because of lack of local funds and available equipment. "In a few of our towns", the report states, "where the school budgets could not provide for the salary of evening vocational instructors, several trade and industrial classes were organized with the help of State funds furnished by the emergency extension department of Iowa State College. These funds were matched with Federal trade and industrial funds and were used for teachers' salaries only. The class members furnished their own supplies and in some instances their own equipment."

Practice teaching plan

A plan whereby prospective vocational agriculture teachers get practice teaching in different sections of the State, is now being followed in Idaho. Early in the fall, arrangements are made whereby teacher trainees may spend 1-week periods with some of the best teachers in the State. Prior to the visit of trainees to the schools the regular teachers submit a list of the projects to be covered during the visiting period. Plans for teaching these projects are considered in the methods class at the teacher-training institution and each trainee works out his teaching plan in advance. During the first year of this experiment, the teachertrainer took four trainees to the practice schools in his car, thereby solving the transportation problem. One trainee was left at a school near Boise where the supervisor could observe his work during

the week. The other three were placed in schools situated close enough together that the teacher-trainer could conveniently drive back and forth among them for the purpose of supervising the practice teaching of his students. This arrangement gave opportunity, also, for the teacher trainer to do considerable work with the regularly employed teachers. Each cadet teacher observed the work of the regular teacher of the school he was visiting the first day, taught one class the second day, and all of the classes for the rest of the week. Cadet teachers were given considerable opportunity to visit supervised farm projects of students in the agricultural course. They spent about 12 hours a day with the regular teacher. During the second semester each cadet was taken to other schools for similar periods. "So successful has been this plan of giving trainees teaching practice in schools in different parts of the State", says H. E. Lattig, teacher trainer for Idaho, "that we are making it a regular part of our teacher-training plan."

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In what kind of office and store positions are youths between ages of 18 and 20 employed in large cities? This question, an important one for those concerned with the organization of junior college and high-school commercial courses, was recently answered for the city of New Orleans through a survey made by Miss Ray Abrams, principal of the Joseph Maybin School for Graduates. Miss Abrams' investigation covered positions filled in offices and stores in that city during 1935. Made by means of both questionnaires and personal visitations, the survey included all of the large firms in New Orleans. Of the 296 firms covered in the investigation, 103 employed boys and girls 18 to 20 years of age: 139 employed no one under 20: 50 employed only those over 21 years of age; and 6 employed only experienced workers. Five hundred twenty-five positions were reported filled by the 103 firms employing boys and girls 18 to 20 years of age. They were divided as follows: Selling, mostly in retail stores, 179; store service positions, 48; clerking, general and special, 144; messenger and similar positions, 87; stenographic work, 38; machine operating, 20; and bookkeeping, 9. The inadequacy of the traditional commercial curriculum which emphasizes preparation for stenographic and bookkeeping positions-those for which there are the fewest openings—is clearly shown by the data collected in this study.

Training demand jumps

Eight reasons are assigned by the State board of education in Virginia for the increased demand for vocational training in the trade and industrial field during the last year. According to the board's report, this demand "was greater than at any time since the passage of the Smith-Hughes Act." Reasons assigned are as

F. F. A. Convention

RECORD gathering of members of The Future Farmers of America, national organization of boys studying vocational agriculture in public high schools, is expected at the ninth annual convention of this organization in Kansas City, Mo., October 17 to 24, inclusive. This event, held each year in connection with the American Royal Live Stock show, is replete with judging contests, livestock exhibits, conferences, banquets, luncheons, horse shows and educational tours; and it is at this convention, also, that the contenders in the annual F. F. A. public-speaking contests in the States are pitted against each other in forensic battle to decide the winners in the national event. F. F. A. members who have during the vear earned the right to the degree of American Farmer, the highest membership recognition of the organization, will be given this award in a public ceremony. Other awards to be made at the convention include those to members whose achievements entitle them to be designates as Star American Farmers and to the prizes offered by the Kansas City Star to those so designated; five awards to outstanding State associations of F. F. A.; and about \$1,000 in awards to the most outstanding F. F. A. chapters in the United States. Special meetings of the National Board of Trustees, the National Advisory Council, and the State advisers of the F. F. A. will be held prior to the convention. Detailed particulars concerning the convention may be obtained from W. A. Ross, executive secretary of the Future Farmers of America, United States Office of Education, Washington, D. C.

follows: (1) Desire of unemployed persons for training for immediately available jobs, (2) demand for local workers on the part of old industries which have increased their capacity, (3) demand on the part of employed and temporarily unemployed men for instruction in the science and technology of their cooperative vocations in new operations, (4) demand for trade training by young persons who had decided not to complete the regular high-school course, (5) demand for training by workers in or owners of small businesses, who desired instruction in business methods, bookkeeping, accounting, and typewriting, (6) demand on part of school officials, parents, and civic organizations for instruction in industrial arts for boys regularly enrolled in public schools, (7) demand by industries that desired to increase the efficiency of their establishments by having their foremen and other executives receive instruction in foremen responsibilitiesaccident prevention, elimination of waste, increasing quality and variety of production, job analysis, instructing workers, production control, and similar subjects, (8) demand for instruction by persons who could devote a portion of each day to learning some form of arts and crafts which they could use in augmenting their incomes.

Evidence

How adult vocational homemaking classes are functioning in helping families live adequately on lowered incomes is indicated by reports from the various States.

Bernadine Shawcross, a teacher in Fairport, Ohio, writes:

One mother came for assistance on how to feed her family of nine on \$30 a month. We were able to plan for adequate meals at this low cost by making much use of garden produce stored by this family. For the first month the food costs, including milk, were \$25.

A Missouri homemaker who was a member of an adult class recently wrote:

I am giving closer attention to marketing for groceries and am studying food costs. Last week I packed lunches for my husband at \$1 less than I did the previous week, and we both agreed that he had more nutritious and appetizing food.

A Nebraska homemaker commented as follows:

After putting into practice the ideas gained from the lessons on food budgeting my grocery bill for October was less than for any one previous month in my housekeeping experience, notwithstanding the fact that the family now consists of six members as against only two in the beginning.

And from a Louisiana mother comes the following report:

Since the depression we especially appreciate the fact that our daughter has taken home economics because although the amount of money is greatly decreased, she tells us we are getting the same or as much food value for our money. Without her knowledge of foods this would not be accomplished.

CHARLES M. ARTHUR

Harvard's Three Centuries



UST three centuries ago this September, after some 5,000 families of Pilgrims had built their cabins, provided for the necessities of life and worship, and had organized their government, the legislature of the Colony of Massachusetts Bay passed an act granting 400 pounds toward a school or college-a considerable sum when one considers that it was about a fourth of the entire colony tax levy for 1636. The General Court then appointed 12 prominent men to "take order for" a college in the village of Newtown. The name of this town was shortly changed to Cambridge in honor of the English University, and the name of Harvard was bestowed on the college a year later when John Harvard, a dissenting clergyman from England, died and bequeathed half of his property and his whole library of 260 volumes to this "seminary."

Many other benefactions, including "a number of sheep", "cotton cloth worth 9 shillings", "a pewter flagonworth 10 shillings", "a fruit dish", and similar items which were received in the early years, were indications of the faith that the colonists had in the institution, and also bespoke of their generosity, for they were poor people.

Management of the donations and of erection of the college buildings was first placed in the hands of a "professor"—one Nathaniel Eaton—who planned and named the College Yard. "Enclosing the Yard seems to have been the only policy common to the first Harvard administration, and the last." Eaton's conduct led to his dismissal, and Samuel Shepard carried on as substitute professor until Henry Dunster was appointed with the title of "president" in 1640.

Under his hand the college began to prosper. He held office until 1654 when he resigned due to his "anti-paedobaptist" sentiments (opposed to the baptizing of infants). Although warned about spreading such doctrines, ministers and magis-

Reviewing "Dear Old Harvard", by Walter J. Greenleaf, Specialist in Higher Education, United States Office of Education

trates could not prevail upon him to change his beliefs.

Rev. Charles Chauncy was then inaugurated as president, only after he had agreed to abstain from publishing or promoting his tenets concerning immersion in baptism, and the celebration of the Lord's supper at night. He satisfied the colonists and his hardiness is pointed out by Historian Pierce-"he possessed in a remarkable degree the inestimable habit of industry. He constantly rose at 4 o'clock winter and summer, and employed all his time in studying, inteaching, in performing acts of devotion, and in discharging the various duties of his office. In the morning he expounded to the students assembled in the collegehall, a chapter of the Old Testament which one of the students read from the Hebrew, and in the evening a chapter from the Greek."

First college seal

From the first the college was conducted as a theological institution in keeping with the times when political and religious activities were closely interwoven. The course of studies followed closely the pattern laid out in the English colleges. The aim of the college—to keep the churches supplied with able ministers—was reflected in the motto of the first college seal which read "Christo et Ecclesiae", later changed to "In Christi Gloriam."

The composition of the board of overseers included the Congregational ministers of certain nearby towns who comprised most of the educated men of the colony. Later, when many other qualified persons became available, the make-up of the board was altered (1810) to include 15 ministers of Congregational churches and 15 laymen. In 1834 the word "Congregational" was changed to "clergymen of all denominations", and again in 1851 further alteration made no mention of denomination, but simply stated "30 other persons." The first

layman to be elected to the presidency was John Leverett in 1700.

Annual reports to be prepared by the president of Harvard were ordered by the board of overseers beginning in 1826. Scanning some of these reports you will find such items as—

- 1840. The elective system so-called was introduced; students of all classes except freshmen were allowed to choose certain studies and omit others, but the system, attractive in theory, did not fulfill all of the expectations of its framers.
- 1852. First scholarship established.
- 1856. Evening service of chapel discontinued. "The apprehension entertained by some that evil would arise especially in the winter months, from not calling the students together at a sufficiently late hour in the afternoon, has been more than obviated by the introduction of gas light in the recitation rooms."
- 1860. Hazing is mentioned as "utterly reprehensible", and the annual game of football had "degenerated into a fight between the classes in which serious injuries were inflicted."
- 1861. Military drill replaced gymnastic exercises.
- 1862. The passage of horse cars to and from Boston rendered it impossible for the college to prevent students from being exposed to the temptations of the city. The solution was to—"develop in the youth, before he comes here such habits of moral strength and independence that he may be able to stand and walk alone. A young man at the age of 17 . . . is too mature to be easily led astray; and if at that age he appears to fall away, it only shows in general, that he had hitherto not been trained, but only constrained, in the way in which he should go."
- 1871. "Reading Law" was characterized as an "absurdly inadequate description of legal study wisely conducted."
- 1874. The swimming bath was advocated to promote personal cleanliness.
- 1894. Radcliffe College for women approved.
- 1935. Harvard of today is the most heavily endowed of any of the colleges or universities; the book value of her endowment funds, exclusive of land and buildings used for educational purposes amounted to \$129,000,000. Her total income in the departments of instruction, research, and administration totaled \$9,565,000 and in the service departments \$2,762,000. Her pay roll alone for instruction and administration was \$4,443,000.

Eliot's prophecy

In his inaugural address of 1869 President Eliot prophesied, "It were a bitter mockery to suggest that any

[Concluded on page 30

Parents and the High-School Faculty

N the United States progress in home and school cooperation from the point of view of the secondary school has been slow compared with the colorful and almost phenomenal growth of the movement for parent-teacher cooperation in the elementary schools. Various reasons have been attributed for the tardy recognition of the importance of the mutual problems and relationships of high-school teachers and administrators, and the parents of the boys and girls attending school. Some of the reasons stated are that the children do not want their parents to know the teachers; that teachers are indifferent to the opinions and problems of the parents; that parents have unconsciously a sense of inferiority or timidity in approachhing high-school principals and teachers.

But little factual material to support these statements has been produced by which definite conclusions might be reached as to why parents of high-school students and the teachers so frequently appear to have little understanding of their mutual problems and why some successful plan of cooperation has not more generally been developed in the interest of the boys and girls.

The recent study of a selected number of high-school parent-teacher associations, issued by the United States Office of Education under the title of "Significant Programs of High-School Parent-Teacher Associations", is an initial effort to secure facts and opinions from principals of all types of high schools and from presidents of parent-teacher associations connected with high schools.

The number of principals and presidents reached by this study represents only a fraction of those connected with the approximately 28,000 high schools in the United States.

Questions asked

National leaders in parent-teacher affairs assisted in the study by asking such pertinent questions as the following: What objectives should an organized group of parents and teachers in a high-school association have? What methods of approach are useful in forming a high-school organization? What problems do these groups create for the school prin-

Ellen C. Lombard, Associate Specialist in Parent Education, Presents Problems and Relationships in This Field

cipal? Who should initiate such an organization-parents, teachers, or school principal? What obstacles prevent the successful functioning of groups of this type and how may these obstacles be overcome? What place has the dean of the high school in the scheme of cooperation between home and school? What elements of a program are necessary for the success of a group of high-school teachers and parents? and many other pertinent questions. Experimentation in high-school parent-teacher associations has been going on for many years but the results have frequently been disappointing.

"PARENTS and teachers should not only be acquainted but on friendly terms with each other. Parents and teachers should be familiarly linked together in amity and continual conference for their common charge, and each should trust in the judgment and personal goodwill of the other."

[Written 400 years ago by Richard Mulcaster, First Head, Merchant Taylor's School, London.]

Definite objectives, however, have been set up in many instances which have resulted in the more successful functioning of an association. In reporting upon the objectives of their respective associations, many school principals state that they have tried to create a program that will give parents a better understanding of what the school is doing for the children. The following selected list of objectives has been taken from data submitted by principals of associations pointed out as successful: To develop between parents and the school an esprit de corps that will help in the solution of mutual problems with the boys and girls; to create a demand for and make possible

the practice of newer and better educational procedures; to furnish a medium for social contacts among parents, and between parents and teachers; to use every means of safeguarding youth so that good citizenship may result.

Best practice

Although parent-teacher associations in some localities are still called upon to act in the capacity of "Santa Claus" to the public schools, best practices in modern schools is indicated when all necessary expenditures are covered in regular budgets under public-school funds. Leaders whose energies and time are exhausted by the constant demand of the school to initiate and carry out moneymaking activities frequently neglect the fundamental purposes for which the organization has been created.

There has been considerable difference of opinion as to who should be responsible for initiating, organizing, and carrying on the high-school association. It is obvious that a school principal would have to take the leadership if no other leadership is available.

Many principals think that it is the function of a principal to take full responsibility for these groups in planning and controlling. Others state that a principal should advise and support the movement but keep in the background. High-school teachers take an important part in parent-teacher associations. They serve as officers or work on committees and they frequently appear on programs to interpret the work of the school to the parents.

The service of deans of high schools is also important. They take part on program committees and on other committees, arrange for musical entertainment, sponsor child study groups, and frequently act as school hostess to the parent-teacher association.

Student cooperation

Problems of high-school student cooperation with the parent-teacher association have long been under discussion.

Some organizations invite students to furnish features of entertainment such as musical numbers and plays. In some instances the president of the senior class is a member of the executive committee and becomes a liaison officer between the organization and the students, and again, students present as a part of the program the various viewpoints of school life. There are certain situations, primarily adult problems which if brought up at meetings, school administrators think would make the presence of the students undesirable.

There are certain fundamental weaknesses and problems upon which many principals seem agreed. Most often mentioned as a weakness is the failure to interest teachers, parents, and other school patrons in the association. Reports point to the fundamental weakness of the programs which would of course affect the interest of the members of the group and also result in an attendance problem.

As some school principals see the organization's problems, they are represented by the following statements: Lack of aggressive leadership, too aggressive leadership, cut-and-dried policies, desire to meddle with school policies, lack of objectives, cooperation and money; too much "old blood"; lack of participation from homes of lower educational or social standards of teachers or of parents; difficulty of getting tactful leaders and especially of finding effective presidents, prolonged meetings due to parents of limited outlook holding tiresome discussions after which teachers must remain to confer with the parents.

Two meanings

The term "program" has two meanings in connection with parent-teacher associations. It is used to designate the total plans, activities, and projects of a group, and it also indicates the details of a meeting or series of meetings. The success and usefulness of an association depends upon its ideals and with the extent to which it concerns itself with the educational and social needs of its members, of the school, of the home, and of the community. Programs should reflect the ideals of the group and set in motion the activities by which the organization may fulfill its purposes.

In addition to programs of meetings many principals reported that parents' organizations carry on service projects of various kinds to aid needy students, and types of welfare work to support the schools—such as to prevent drastic cuts, and in some instances that they arrange to furnish financial aid for improvements

which school boards have not supplied. The development of school libraries is an activity mentioned by leaders of associations as a service for which funds are often raised.

Parent education classes have been established in some high schools. This is a logical activity for high schools in all districts to sponsor.

The forthcoming study on Significant Programs of High-School Parent-Teacher Associations to be issued by the United States Office of Education contains some samples of materials which have been included to indicate ways in which high-school associations may vitalize the program and develop the interest of parents in the school's program.

Electrifying Education

The National Visual Education Directory, containing more than 9,000 names of directors of visual instruction or most interested parties in school systems throughout the United States, is now off the press and may be purchased from the American Council on Education for \$3 a copy. This 275-page volume also contains a summary of the findings in the National Visual Instruction Survey, and an inventory of the audiovisual equipment now owned by school systems throughout the country.

In Cooperation With the National Alliance of Art and Industry, the Harmon Foundation has recently completed a 3-reel, 16-millimeter, silent motion picture entitled "We Are All Artists." This film presents a simple approach to the understanding of design and good taste. It is intended to awaken in the average person an appreciation of beauty as an essential part of life. All inquiries regarding the film should be addressed to the Harmon Foundation, Inc., 140 Nassau Street, New York, N. Y.

DR. FANNIE W. DUNN and Miss Etta Schneider of Teachers College, Columbia University, recently completed the compilation of a digest of the literature in the field of Teacher Preparation in Visual Education, which has been issued as a 100-page mimeographed book by the American Council on Education, 744 Jackson Place, Washington, D. C. A limited number is available for free distribution to teacher-training institutions.

A STUDY RECENTLY COMPLETED in the Federal Office of Education discloses that 309 teacher-training institutions are offering or planning to offer some instruction in radio program and photoplay appreciation. Eight institutions are now offering regular courses in photoplay appreciation,

and six are offering combined courses in radio-program and motion-picture appreciation. Fifty-three institutions are considering offering regular courses.

The Educational Film Catalog recently published by the H. W. Wilson Co., New York, contains a classified, annotated list of 1,175 films with a separate title and subject index. Librarians and school superintendents interested in the educational use of motion pictures will find this volume an invaluable aid in the wise selection of instructional films.

THE DEPARTMENT OF ZOOLOGY of the University of California, Berkeley, Calif., has completed the following films:

Life Cycle of the Foraminifera, 2 reels.

The Development of the Amphibian Egg, 2 reels. American Trypanosomiasis, 2 reels.

Termites and Termite Attack Upon Wooden Structures and Wood Preservation, 1 reel.

These films may be rented from the Extension Division of the University.

The National Visual Instruction Survey recently completed in the Federal Office of Education revealed that 92.5 percent of all motion-picture projectors owned by school systems are silent. There are approximately twice as many 16-millimeter projectors as there are 35-millimeter projectors.

The Austin-Heaton Co. of Durham, N. C., is installing centralized radio-sound distribution systems, in larger schools throughout North and South Carolina and individual sets in small schools, as part of their campaign for the promotion of the sale of various kinds of flour.

THE FIRST NATIONAL CONFERENCE on Educational Broadcasting will be held in Washington, December 10-12, 1936.

CLINE M. KOON

Educational News





In Public Schools

IN DETROIT, MICH., a child may enter pre-school and continue through kindergarten, elementary, intermediate, high school, college, and graduate school, including medicine, law, pharmacy, engineering, education, and liberal arts, all in a municipally owned school system under the direction of a board of education and headed by one man, the Superintendent of Schools, who, by virtue of his position, is also president of the university.

Many High Schools are introducing a new type of commencement program. One of the newer types that have come to our attention is that of the high school of Quakertown, Pa. The class of 1936 explained the recent innovations in the curriculum and the organization of the Quakertown schools and made a plea for future steps in advance. One part of the program showed with three scenes the need for a playground: 1. A street scene; 2. An unsupervised playground; 3. A supervised playground.

"For 3 Days", as reported in a recent issue of the West Virginia School Journal, "the pupils of the West Virginia University Demonstration High School took complete responsibility for carrying on their school without a single member of the staff and not even the office secretary being present at any time during the period. The only person present in any employable capacity was a school janitor."

"News of Your Schools", an official publication of the Board of Education, Madison, Wis., goes into the homes of that city once a month during the school year.

THE CASE FOR FISCAL independence of boards of education is the title of a leaflet

issued by the Wisconsin Education Aciation, Madison, Wis. Eight reasons are given in favor of fiscal independence:

- 1. It is a sound principle of business and government.
- 2. Gives school boards the opportunity to discharge their responsibilities.
- 3. Prevents usurpation and dictation by city officials.
 - 4. Prevents diversion of school funds.
- 5. It would end political interference and coercion.
- School standards should be set by school boards.
- It does not lead to extravagance; in fact, tax rates have been lower in independent city districts.
- School boards are just as responsible to the citizens as are mayors and aldermen.

ALMOST EVERY COUNTY in Missouri, according to a recent report of the State Superintendent of Public Schools, had in 1923 at least one teacher-training high school in which rural teachers were trained. The demand for the graduates of these teacher-training high schools, the report shows, has declined until only a few such schools are now in operation. The tendency toward college trained teachers, even in rural districts, has grown steadily. The number of rural teachers who have qualified for certificates through the county examinations also has declined. With the decline in the number of teacher-training graduates and the number of applicants for the county certificates, there has been a corresponding increase in the number of teachers who have qualified for the State certificates and regents certificates.

Annually, on or Before July 1, the superintendent of schools of Erie, Pa., makes in order of their rating for appointment, lists of candidates for teaching positions. The following are the items upon which each candidate is rated and the maximum number of points allowed for each item:

Professional and general knowledge,
 points;
 Specific knowledge of subject matter,
 3. Academic and professions

sional preparation, 25; 4. Professional experience, 15; 5. References, 15; and 6. Interview, 15. Total points 120.

Item 6 is determined by the average rating from each of three professional employees in the school system, two of whom must be supervisors, designated by the superintendent. Their observations are recorded on an objective chart designed for the purpose.

WALTER S. DEFFENBAUGH



In Colleges

AT PENNSYLVANIA STATE College enrollments in 4-year courses of the School of Agriculture and Experiment Station have nearly doubled in the past 10 years, increasing from 552 in

1925 to 944 students last term. The division of dramatics awarded its first master's degree last term and completed an ambitious schedule the past summer of 15 one-act plays, 6 tabloid plays, 6 marionette plays, and 9 children's plays.

GRADUATES OF the College of Mines and Metallurgy of the University of Texas are largely employed in their profession. Of the 160 former graduates 13 are employed as engineers and metallurgists by various mining companies of South America, and 6 are associated with mining companies of the Philippine Islands, while others are employed in Mexico as well as in the United States. They usually enter employment as junior engineers or junior geologists at salaries ranging from \$175 to \$190 per month generally including quarters. The highest salaried man now on the list is an assistant manager in Bolivia (\$9,000 annually).

The Financial Report of Ohio State University shows that the annual income increased steadily until the year 1930–31 when it reached \$8,963,000. Subsequent decreases brought the income down to a low point of \$5,827,000 in 1933–34, increasing to \$6,639,000 the following year, and \$7,073,000 for the last fiscal year 1935–36.

OPTOMETRY SCHOOLS will increase their requirements after September 1, 1936. By unanimous agreement, the International Association of State Boards of Examiners in Optometry requires that a school shall not accept students after September 1, 1936, unless they are graduates of a recognized high school . . . and have had at least I year in college in which a science course was pursued.

WAYNE UNIVERSITY (Detroit) is offering a new 4-year curriculum leading to the degree of bachelor of science in secretarial training including such subjects as accounting, business economics, stenography, business law, insurance, office management, and business English. One high-school year in preparatory work in stenography and typewriting is a prerequisite for advanced courses in these subjects.

A DEPARTMENT OF PUBLIC HEALTH NURSING will be added on the Los Angeles campus of the University of California this fall. The work will include not only the usual preparation for the junior certificate for registered nurses, but will incorporate the specialized training required for public-health nurses.

Anthropological Measurements of University of Kansas freshmen compared with those of a selected list of other schools recently revealed that these men were taller, about the same in weight, and less in girth of chest. The study over a period of 32 years, of 7,402 cases from 16 to 21 years of age disclosed that the average height was 68.4 inches, average weight 138.5 pounds, average waist measure 29 inches.

THE AMERICAN COLLEGE PUBLICITY Association at the annual convention held in Boston in June elected Frank S. Wright, University of Florida, as its president.

The Summer Session of the University of Wisconsin enrolled nearly 4,500 students, an increase of about 7 percent over last year's figures. Five special institutes and conferences were held, including the rural leadership conference, the school for workers in industry, the school administrator's conference, the ninth annual dramatic and speech institute, and the conference for bandmasters, orchestra conductors and chorus leaders.

ILLUMINATION ENGINEERING at Ohio State University is more than an engineering training. The departments of psychology, physiology, fine arts and architecture cooperate in offering a knowledge of the physiology of the eye; the psychology of vision; acquaintance with the nervous system that transmits stimuli of vision to the brain; lighting effects which depend on direction, diffusion, and color, and their application to objects of art and to architectural forms. In short the graduate student of illumination is given some training in art and some knowledge of architecture, in order to enhance by illumination the creation of designers.

WALTER J. GREENLEAF



In Educational Research

The Methods of educational research have been brought together in a volume by Carter V. Good, A. S. Barr,

and Douglas E. Scates, published by D. Appleton-Century Co. This volume discusses the methods of picking out important problems for research; the different methods which may be applied, giving generous illustrations from the literature; and the methods by which interpretations and conclusions are made. This basic text is called The Methodology of Educational Research.

Two Other Books which contain instructions regarding research in their respective areas are J. Murray Lee's A Guide to Measurement in the Secondary School (Appleton-Century Co.) which describes the various uses test results can be put to in the practical situation and in instructional research and research in the prognostic field, and Herbert E. Hawkes, E. F. Lindquist and C. R. Mann's Construction and Use of Achievement Examinations (Houghton Mifflin Co.) which is especially excellent regarding the construction of tests to fit the objectives of progressive courses of study.

"Reading Readiness.—A Prognostic Study", a report by W. W. Wright (bulletin of the School of Education, Indiana University, for June 1936), gives data relative to the values of reading readiness tests, pupil rating scales, general intelligence tests, and chronological age in predicting reading ability. A combination of pupil rating scale and a reading

readiness test correlated to the extent of .658 one year and .706 another year with teachers marks in reading. The report gives also the relationships of the predictive factors with results with reading tests.

ALTHOUGH ABSENCE is a common phenomenon, there have been few investigations which have analyzed carefully the reasons for such absence. A study by Jeanie M. Pinckney, Alice H. Miller, and Carl V. Bredt, published by the bureau of nutrition and health education of the University of Texas, makes an accurate check on the reasons for absence in school children-elementary through senior high school. This study shows a need for closer cooperation between the school authorities and the home and community activities. It was found that reasons for absence, such as social and recreational reasons and work were major factors.

A STUDY BY ARTHUR ROBINSON on the "Professional Education of Elementary Teachers in the Field of Arithmetic", published by the bureau of publications, Teachers College, Columbia University, is an important body of data relative to the problem of teacher training. This study indicates a need for more training in a subject-matter field. This is contrary to the trend of the curriculums in teachers colleges.

DAVID SEGEL



In Other Government Agencies

Indian Service

Dental Service for the Indians and Eskimos of Alaska, begun July 1, 1936, will be furnished by local practicing dentists employed under contract on a fee basis, according to a new policy announced by Secretary of the Interior, Harold L. Ickes. Hitherto salaried dentists under regular appointment proceeded from village to village along the coast and rivers by boat, dog team, and airplane.

Dr. Taylor J. Pyle, of the Indian Office staff, will be in charge of this service.

INCREASED EMPHASIS is being given in Indian schools to instruction in the older Indian crafts and toward a revival of Indian art as a result of the increased recognition of the art expression and craft work of the Indian, according to Willard W. Beatty, educational director, Office of Indian Affairs.

Mr. Hawkesworth, assistant to the director of education for Alaska, received the following letter from a teacher in a community day school in Alaska:

Tonight, the closing of the first month, I'm more enthusiastic than I was when I was in your office. You can't imagine the reception I got from the natives after they learned I was the new teacher. And the children, happiest of the lot because school was to open. And don't think I wasn't lost those first 3 days of school—31 pupils, 17 partially educated, and 14 kindergarteners. I finally hit upon an experiment. I've started a day-school social center activity movement, among the first in Alaska.

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I have 17 come in the morning. I have divided them into: Preprimer, primer, first, second, third, and fourth grades. I am using a sort of progressive idea, moving around for discussion with the different groups, criticising, complimenting, helping in printing workbooks, clay modeling, and group discussion.

Afternoons, I spend most of my time with the 14 smaller ones in a kindergarten idea. The older ones spend their time reading books and magazines, drawing, whittling, sewing, studying, or playing quiet Milwaukee playground games, and mostly anything within reason. . . .

Evenings, at my quarters, the boys and those fathers in town, read papers and magazines, listen to the radio, or play checkers, mill, or chess. Right now I'm organizing a mon's class on Wednesday evenings to learn how to read and write their ABC's. I have to study up on my cooking for the mothers want a night, too. You never saw such an eager-to learn group of people. . . .

TVA Education

CAMP LIBRARIES, maintained in each construction center of the TVA, have three main functions: (1) To serve as a special library for the local training branch, providing materials for instructors and trainees; (2) to serve as a community library for employees and their families; and (3) to serve as a center for the provision of library service to TVA employees in the surrounding area. Reservoir clearing crews, for example, each carries a traveling book box. Traveling collections of this sort are visited twice a month and brought up to date by the TVA community librarian.

A SURVEY of the University of Washington student body reveals that 26.3 percent of the men attending are now wholly or partially self-supporting. Of the women, 33.7 percent are earning money to put them through school. 12,913 students were enrolled last year in regular courses, and 3,452 additional students in extension work, making the highest enrollment record in its history.



F. F. A. News Bulletin

Missouri.

The Missouri association started a State F. F. A. Camp this summer. It was held August 6-11, and the location was several miles south of the Bagnell Dam area. About 20 chapters were scheduled to participate. Provision was made for the usual camp recreation, including games, swimming, boating, and fishing. With the assistance of J. Paul Johnson, project manager, a tour of camps erected by the National Park Service was made on August 11 with a view to obtaining a permanent F. F. A. camp site next year. The camp activities are under the direction of J. L. Perrin, State adviser, assisted by several local advisers.

Oklahoma.

For the first time the requests for reservations exceeded the accommodations at the State camp, near Watts, which opened June 6 with Robert Chambers, assistant athletic coach at Duke University, in charge. A number of improvements in equipment and arrangement added greatly to the comfort and enjoyment of the boys. Water sports were popular in the cool Illinois River this summer. A new radio enabled those present to pick up the national F. F. A. programs.

California.

The Puente Future Farmer chapter took an active part in making the recent celebration of the town's fiftieth anniversary a marked success. In the parade the chapter's float attracted considerable favorable comment. It represented the three most common types of projects carried by members. A hay wagon was divided into three sections. In one section was a boy with pigs; another section showed a flourishing crop of corn; and the third section displayed a modern poultry plant with live chickens. A team of well-groomed horses pulled the appropriately decorated wagon. Future

Farmers furnished entertainment for the crowd by participating in a greased-pig contest. The 50-pound pig was finally caught by Frankie Sorona, who expected to make his prize part of his farming program.

Wisconsin.

Once again the State Association of Future Farmers of America has gone past its goal. Two years ago the goal set was 80 active chapters and 2,000 members, but when the year had passed there were 92 chapters and 2,502 members. This year the stakes were set for 108 chapters with 3,000 members, and now there are 109 chapters with 3,164 members. All but 14 of the 122 departments of vocational agriculture in the State now have F. F. A. chapters, and for 1936-37 there are at least 10 new departments of vocational agriculture so there is a possibility of an increase of 24 chapters of F. F. A. in another year.

Kentucky.

Twenty members of the Stamping Ground chapter made a 2,000-mile tour of the East during 2 weeks of July. They spent 3 days in Washington, D.C., calling at the national office of F. F. A. and visiting various points of interest. Mr. Ivan Jett, adviser accompanied the boys. A school bus supplied their transportation.

Alabama.

Home improvement is one of the major objectives of the F. F. A. in Alabama and is being stressed by practically every chapter in the State. A nursery plot for propagating shrubbery is maintained in connection with the laboratory area at each school. At least 700,000 plants have been propagated this year by F. F. A. boys.

The Ashland Chapter has done outstanding work in home improvement. An area of over three-quarters of an acre, properly fenced, is maintained by the chapter for propagating and growing shrubbery.

Of national interest.

Interest centers in the coming national convention of F. F. A., to be held in Kansas City, Mo., October 17–24. A full representation of delegates is expected from the various chartered associations, including Hawaii and Puerto Rico. President William Shaffer will preside. Dozens of organization problems will be discussed and acted upon by this youthful delegation of farm boys ranging in age from about 17 to 21 years.

W. A. Ross

Freshman Week Program

[Concluded from page 10]

made up the major part of the orientation testing programs of these institutions. Of the 376 tests included in the tabulation, 62.2 percent were of these two types. The typical testing program, then, would seem to have included a general prognostic test, an English test, and a third test in some other field.

Mostly standardized

The last part of table II indicates for all institutions combined whether the tests in each field were locally constructed or standardized. The totals show that about four of every five tests were standardized measuring instruments and that only one out of five was constructed locally. This fact is the result in considerable degree of the prominence of psychological examinations, not so easily constructed as tests in certain subjectmatter fields. Other fields heavily represented by standardized tests were personality, general achievement, foreign languages, and reading. On the other hand, nearly half of the tests in the fields of mathematics, social studies, and physical and biological sciences were constructed locally. These data indicate that the entrance testing programs of these institutions were largely dependent upon standardized test materials and that local construction of tests was relatively uncommon.

Table III lists eight uses to which test results are most commonly put, together with the numbers and percentages of institutions of each type reporting the various uses of the results. Although space for additional uses was provided in the questionnaire, no uses were reported which could not logically be classified under one of these eight headings.

Educational guidance both at registration and later was least common in the universities and most common in the arts colleges. Subfreshman or noncredit courses were more frequently required in universities and teachers colleges than in arts colleges, while sectioning of classes was more widely used in the universities than in the other types of institutions.

Summarizing

This investigation of the features listed in the 1934 "Freshman Week" programs of 168 of the larger coeducational universities and colleges indicates that:

(1) The features found in at least threefourths of the programs are, in decreasing order of popularity, registration, entrance tests, address of welcome, and registration announcements, with the freshman reception, conferences with advisers, freshman party, physical examinations, and talk or demonstration on the use of the library listed on at least six-tenths of the programs. The talks on such subjects as study methods, budgeting time, health or social hygiene, and scholarship appeared with relative infrequency.

(2) Intelligence or psychological and English tests were by far the most common in the testing programs.

(3) Less than one-fifth of the tests used were constructed in the institution administering them.

(4) Test results were most commonly used in educational guidance after entrance, although more than half of the institutions used test data for sectioning of classes, statistical studies, and educational guidance at the time of entrance.

Harvard

[Concluded from page 24]

subject whatever should be taught less than it now is in American colleges. . . . It will be generations before the best of American institutions will get growth enough to bear pruning."

"It is now 67 years", according to President Conant in his recent address, "since this statement was made, and three generations have passed; in my opinion the time for pruning has arrived. The faculties should endeavor to reduce the number of courses given and in many cases to condense the material now presented. The tremendous subdivision of the fields of learning which has occurred in the past 25 years will certainly shock the academic historian a century from now."

The elaborate tercentenary celebration which Harvard has prepared comes to a climax this month (September). Its national importance was recognized by the Seventy-fourth Congress in a joint resolution approved May 7, 1936, creating the United States Harvard University Tercentenary Commission to celebrate the founding of the first college to be established in what are now the United States and the beginning of higher education in this country. A conference was called during the first week of September to assemble 75 distinguished scientific men and scholars including 14 Nobel Prize laureates from all over the world. The ceremonies on September 16, 17, and 18, to which both delegates from colleges and universities and alumni of Harvard have been invited, will terminate the observance of Harvard's first 300

Joint Resolution

No. 88, Seventy-fourth Congress

AUTHORIZING the recognition of the 300th anniversary of the founding of Harvard College and the beginning of higher education in the United States and providing for the representation of the Government and people of the United States in the observance of the anniversary.

Whereas there are to be held at Cambridge, Massachusetts, and at other places during the year 1936 celebrations commemorating the 300th anniversary of the founding of Harvard University, said university being the first college to be established in what are now the United States; and

Whereas, in accordance with resolutions of the president and fellows of Harvard College, there will take place in Cambridge, Massachusetts, on the 16th, 17th, and 18th of September 1936 formal ceremonies of celebration of the tercentenary, * * *

101

Whereas Harvard University endeavors to foster and maintain the ideals of truth and freedom so dear to Americans: Therefore be it Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the Government and people of the United States unite with Harvard University in a fitting and appropriate observance of the three-hundredth anniversary of its founding, which marked the formal beginning of higher education in the United States.

Sec. 2. There is hereby established a commission to be known as the United States Harvard University Tercentenary Commission to be composed of 15 commissioners, as follows: The President of the United States and 4 persons to be appointed by him, the President of the Senate and 4 Members of the Senate to be appointed by said President of the Senate, and the Speaker of the House of Representatives and 4 Members of the House to be appointed by said Speaker.

Approved May 7, 1936.

Note: \$3,000 was appropriated for the expenses of the Commission.

New Government Aids

[Concluded from page 6]

canning, cold storage, home economics, No. 11; Forestry—tree planting, wood, and lumber industries, No. 43; Standards of weight and measure—tests of metals, thermometers, concrete, iron, electricity, light, clay, metric system, No. 64; Farm management—farm accounts, farm marketing, farm homes, agricultural statistics, No. 68; Census publications—statistics of population, agriculture, manufactures, and mining, with abstracts and compendiums, No. 70; Federal specifications—Federal Standard Stock Catalog, No. 75.

The National Park Service announces new editions of the following illustrated publications, single copies of which may be had free upon application to the Washington office:

Carlsbad Caverns National Park—New Mexico. 26 p. Crater Lake National Park—Oregon. 36 p. Zion and Bryce Canyon National Parks—Utab. 40 p.

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Supplementary Report of the Land Planning Committee to the National Resources Board. To be published in 11 parts. (National Resources Board.)

Part I. General conditions and tendencies influencing the nation's land requirements. 47 p., charts, maps. 20 cents paper cover.

Part IV. Land available for agriculture through reclamation. 51 p., charts, maps. 35 cents paper cover.

Part IX. Planning for wildlife in the United States. 24 p., maps, charts. 10 cents paper cover.

The other 8 parts of this report are not available at this time.

MARGARET F. RYAN

School Survival Rates

[Concluded from page 14]

Table 3.—Survival of fifth grade through college

Year of progress	COLLEGE CLASS							
rear or progress	1932	1933	1934					
Fifth grade	2, 476, 612	2, 569, 294	2, 643, 035					
school	596, 655 138, 063	630, 288 137, 109	665, 223 136, 156					

Table 4.—High-school graduates entering college

	PUBLIC AND PRIVATE				
Year	High-school graduates	College freshmen			
1932	833, 252 887, 797 914, 853	336, 997 323, 555 310, 113			

A Fascinating Account

FROM New York City comes a superintendent's report that gives a fascinating account of what the metropolis of the Nation is doing for the boys and girls in its schools. The report is aptly named "All the Children", for it leaves none out of consideration. Particular attention is called here to the provisions made for the physically handicapped, the mentally retarded, and the socially maladjusted.



Such a big place!

Ninety-two sight conservation classes, 8 Braille centers for the blind, a school for the deaf, lip reading instruction for the hard of hearing in 309 different schools-these are some of the items indicating the provisions made for children having sensory defects. In addition, 12,122 children with organic defects were, in September 1935, under the care of 550 teachers in 415 classes located in elementary and high schools, day camps, boat schools, hospitals, and convalescent homes. Instruction in their own homes was given to 1,101 homebound children. "Specialized health care is adapted to the needs of each typical group of physically handicapped children", the report states, "and also to individual physical conditions as a basis for their special instruction and training in preparation for their life's work."

For children who show a retarded mental development there are 487 special classes. In these more than 10,000 boys and girls are offered a type of education suited to their capacities and directed toward training them for vocations in which they are likely to succeed. A teacher reports: "Jennie, one of my former pupils, is giving me a course in com mercial candy making . . . She earns as much as \$27 a week as a chocolate dipper. She began as a plate girl and worked her way up from an initial salary of \$8 a week." The greatest possible development of the potentialities of these boys and girls, physical, mental, social, and vocational, is the aim of the organization planned for them.

A vital challenge

Truancy and delinquency offer a vital challenge to every school system. New York is combating the influence of the slums and the streets through a constructive program of child guidance and recreational opportunities. Carefully selected foster homes and residential camps are urged as substitutes for the parental school of institutional character. The schools are charged with the development of activity programs and individualized instruction to their highest degree of effectiveness in stimulating the child's interest and search for information. Through courses in mental hygiene teachers and supervisors. "have acquired a better understanding of the total nature of the child and have gained greater power to guide and to influence children under their supervision toward wholesome personality growth and better adjustment to life situations." Through the facilities of the Bureau of Child Guidance, functioning under the Board of Education, intensive study and treatment are given to children showing symptoms of unhealthy behavior, the number receiving such services in the year 1934-35 totaling 4,509. Of those on whom adequate follow-up data could be obtained, 75 percent showed either satisfactory or partial adjustment after treatment.

And so the great work goes on to educate all the children of all the people, without neglect of any. New York is to be congratulated upon its stimulating report of what is being accomplished for these exceptional children who deviate seriously in physical, mental, or emotional equipment.

ELISE H. MARTENS

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